

REPORTS AND PAPERS IN THE SOCIAL SCIENCES

Reports and Papers are intended to present to a selected public of specialists descriptive or documentary material which is not otherwise available during the execution of Unesco's programmes in the field of the social sciences. They will include reports relating to the Regular Programme of Unesco and its operational programmes of and/or Special Programme in the form of bibliographies, reports, studies and documents.

Unesco does not assume responsibility for the contents of the Reports and Papers and their views should not necessarily be regarded those of Unesco.

Documents are published without any periodicality, only available.

- 000/CH 21 - *UNESCO Library computerized data retrieval system for documentation in the social and human sciences, 1979.*
- 000/CH 28 - *International Bibliography of Institutions for Peace and Conflict Research, 1979.*
- 000/CH 29 - *Our Common Educational Glorification (Model #195), 1979.*
- 000/CH 30 - *Social influences: problems of definition and of solution, 1979.*
- 000/CH 31 - *UNEP - International bibliographical system.*
- 000/CH 32 - *Social sciences in Asia I.*
- 000/CH 33 - *Social sciences in Asia II.*
- 000/CH 34 - *Social and applications of the Unesco Education of Sustainable World.*
- 000/CH 35 - *Social sciences in Asia III.*
- 000/CH 36 - *Interregional communication in the Social Sciences.*
- 000/CH 37 - *Indicators of Social and Economic Changes and their implications.*
- 000/CH 38 - *Indicators of Environmental quality and Quality of Life (in progress).*
- 000/CH 39 - *Studies in Research Development in Economics (1979-1980).*
- 000/CH 40 - *Peace of Modern Warfare in Asia and its national consequences: an annotated bibliography.*
- 000/CH 41 - *The effects of international migration on nation's role and status in Latin America.*
- 000/CH 42 - *Social sciences in Asia IV.*
- 000/CH 43 - *Peace Research: Third Report and World Directory.*
- 000/CH 44 - *International Bibliography of Institutions/Developing Population Studies/Bibliography (English/French), 1979.*
- 000/CH 45 - *International Comparative and Bibliography of Economic and Social Development (Bibliography/English/French), 1981.*
- 000/CH 46 - *International Bibliography of Science Series (Various countries) (Latin America of America) (Bibliography/English/French), 1981.*
- 000/CH 47 - *The Social Science Activities of Some Eastern European Academies of Sciences, 1982.*
- 000/CH 48 - *African Change: a review and bibliography of selected research, 1984 (part of period). English, available in French.*
- 000/CH 49 - *International Bibliography of Sociological Research (Various countries) (Latin America of America) (Bibliography/English/French), 1984.*
- 000/CH 50 - *International Bibliography of Economic and Social Planning in Africa (Bibliography/English/French), 1984.*
- 000/CH 51 - *International Bibliography of Institutions/Developing in Research on Peace and Development, 1984.*
- 000/CH 52 - *Guide for the Establishment of Training/Research Centers/Documentation/Center for Developing Countries, 1984.*
- 000/CH 53 - *International Bibliography of Comparative Research: Report on a first international conference on comparative research (Bibliography/English/French), 1979.*
- 000/CH 54 - *Four studies for the Social Sciences program, operations and problems, 1971.*



Social Sciences in Asia

Preface

This publication is the fourth and last volume in the series of Social Statistics in Asia, collected under "Reports and papers in the social sciences". The first volume covered Bangladesh, Iran, Malaysia, Pakistan and Thailand (No. 1) and the second, Afghanistan, Indonesia, Japan, the Republic of Korea, and Taiwan (No. 2). The third volume which appeared in 1977 included surveys in Burma, Mongolia, New Zealand, the Philippines and Singapore. The present issue covers Australia, Fiji, Hong Kong, India, Papua New Guinea and Sri Lanka.

The interested reader is invited to consult companion issues, Social Science Organization and Policy, published by Unesco in 1976 which contains statistical evidence in Belgium, Chile, Arab Republic of Egypt, Hungary, Nigeria and Sri Lanka.

As was explained in the previous volumes in this series, Social Statistics in Asia intends (a) to provide documentary data help in assessing needs and priorities; (b) to identify potentialities for social science development; and (c) to discover ways of building up an infrastructure of personnel and institutions.

For each country, the basic statistics are described under four headings: Historical background; institutional framework of teaching and research; social science development; major issues and perspectives; and recommendations for regional and international co-operation.

The current report attempts to explain why, What and where in the social indicators field Asian countries; this information will undoubtedly be useful to the governments concerned in developing their social science infrastructures and policies.

Detailed information collected in this series has concerned have been programmed in the SIASIS system, which is explained under other sub-national infrastructures No. 17: SIASIS: Research computer and data processing system for countries in Asia, the Pacific and Europe (1976); and No. 18: SIASIS: Statistical data processing system (1977).

It was pointed to remember that the surveys published in these four volumes will appear to date from 1975-1980 under the title of Asian, European, Latin and American, reflecting the wide geographical coverage of the present series. The book is expected to facilitate the access of social science policy-makers to the valuable information on and analysis into social science status in the countries in Asia and Oceania.

The designation employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Unesco Secretariat concerning the legal status of any country or territory, or of its authorities, or concerning the delimitation of the frontiers of any country or territory.

Contents

	<u>Page</u>
PREFACE	3
SOCIAL SCIENCES OF ASIA: IV	
Australia: R. Eard	7
Egypt: Ahmed El	11
Hong Kong: Bruce P. H. Lee	14
India: R. C. Datta	18
Papua New Guinea: Andrew Bartholomew	21
Sri Lanka: W. J. Jayawardene	21

Australia

to G. Braid

Professor of Sociology
University of New South Wales

EDITORIAL BACKGROUND

Support has been enormous, with the development of Australianism where European colonization began. The immigrant James Cook sailed from England in 1769 to colonize the island designated to hold one of the fronts of the almost Virgin land Tahiti. He landed on the east coast of Australia in 1770, and returned to England with a large collection of botanical specimens and drawings of the strange flora and fauna of the unknown continent. Throughout the nineteenth century, no project or scheme was characterized by any colonial public figure in Australia. The human movement, W. A. Jones (1845-1881), spent over 10 years (1868-1878) in Australia as a young man working as a surveyor for the royal navy in Sydney. He was an active member of the scientific community which flourished in Sydney at the time, and produced several papers on anthropology, which was then his main field of interest. He was largely concerned with political economy, and continued to support its development (1911).

When Europeans landed in Australia, they encountered the Aboriginal inhabitants, who are still the native population of the 1980s, a nation which developed rapidly as a result of contact with the white settlers. The Aboriginal population of about three groups of natives from North Queensland, which was still considered to be the Australian continent at the time the Aborigines arrived (estimated about 60,000 years ago). The arrival of the land brought by a ship of war and a major that Aboriginal culture was not taken into the rest of the world, and developed rapidly with the scientific community between Australia and the rest of the world of exploration reached by the great James Cook, James Cook, and others (18). The material culture of the Aborigines (the progress) against the scientific community. Their social structure remained simple, although they developed a rich knowledge of art, science, and religion (19), and characterized by the human spirit (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100) (101) (102) (103) (104) (105) (106) (107) (108) (109) (110) (111) (112) (113) (114) (115) (116) (117) (118) (119) (120) (121) (122) (123) (124) (125) (126) (127) (128) (129) (130) (131) (132) (133) (134) (135) (136) (137) (138) (139) (140) (141) (142) (143) (144) (145) (146) (147) (148) (149) (150) (151) (152) (153) (154) (155) (156) (157) (158) (159) (160) (161) (162) (163) (164) (165) (166) (167) (168) (169) (170) (171) (172) (173) (174) (175) (176) (177) (178) (179) (180) (181) (182) (183) (184) (185) (186) (187) (188) (189) (190) (191) (192) (193) (194) (195) (196) (197) (198) (199) (200) (201) (202) (203) (204) (205) (206) (207) (208) (209) (210) (211) (212) (213) (214) (215) (216) (217) (218) (219) (220) (221) (222) (223) (224) (225) (226) (227) (228) (229) (230) (231) (232) (233) (234) (235) (236) (237) (238) (239) (240) (241) (242) (243) (244) (245) (246) (247) (248) (249) (250) (251) (252) (253) (254) (255) (256) (257) (258) (259) (260) (261) (262) (263) (264) (265) (266) (267) (268) (269) (270) (271) (272) (273) (274) (275) (276) (277) (278) (279) (280) (281) (282) (283) (284) (285) (286) (287) (288) (289) (290) (291) (292) (293) (294) (295) (296) (297) (298) (299) (300) (301) (302) (303) (304) (305) (306) (307) (308) (309) (310) (311) (312) (313) (314) (315) (316) (317) (318) (319) (320) (321) (322) (323) (324) (325) (326) (327) (328) (329) (330) (331) (332) (333) (334) (335) (336) (337) (338) (339) (340) (341) (342) (343) (344) (345) (346) (347) (348) (349) (350) (351) (352) (353) (354) (355) (356) (357) (358) (359) (360) (361) (362) (363) (364) (365) (366) (367) (368) (369) (370) (371) (372) (373) (374) (375) (376) (377) (378) (379) (380) (381) (382) (383) (384) (385) (386) (387) (388) (389) (390) (391) (392) (393) (394) (395) (396) (397) (398) (399) (400) (401) (402) (403) (404) (405) (406) (407) (408) (409) (410) (411) (412) (413) (414) (415) (416) (417) (418) (419) (420) (421) (422) (423) (424) (425) (426) (427) (428) (429) (430) (431) (432) (433) (434) (435) (436) (437) (438) (439) (440) (441) (442) (443) (444) (445) (446) (447) (448) (449) (450) (451) (452) (453) (454) (455) (456) (457) (458) (459) (460) (461) (462) (463) (464) (465) (466) (467) (468) (469) (470) (471) (472) (473) (474) (475) (476) (477) (478) (479) (480) (481) (482) (483) (484) (485) (486) (487) (488) (489) (490) (491) (492) (493) (494) (495) (496) (497) (498) (499) (500) (501) (502) (503) (504) (505) (506) (507) (508) (509) (510) (511) (512) (513) (514) (515) (516) (517) (518) (519) (520) (521) (522) (523) (524) (525) (526) (527) (528) (529) (530) (531) (532) (533) (534) (535) (536) (537) (538) (539) (540) (541) (542) (543) (544) (545) (546) (547) (548) (549) (550) (551) (552) (553) (554) (555) (556) (557) (558) (559) (560) (561) (562) (563) (564) (565) (566) (567) (568) (569) (570) (571) (572) (573) (574) (575) (576) (577) (578) (579) (580) (581) (582) (583) (584) (585) (586) (587) (588) (589) (590) (591) (592) (593) (594) (595) (596) (597) (598) (599) (600) (601) (602) (603) (604) (605) (606) (607) (608) (609) (610) (611) (612) (613) (614) (615) (616) (617) (618) (619) (620) (621) (622) (623) (624) (625) (626) (627) (628) (629) (630) (631) (632) (633) (634) (635) (636) (637) (638) (639) (640) (641) (642) (643) (644) (645) (646) (647) (648) (649) (650) (651) (652) (653) (654) (655) (656) (657) (658) (659) (660) (661) (662) (663) (664) (665) (666) (667) (668) (669) (670) (671) (672) (673) (674) (675) (676) (677) (678) (679) (680) (681) (682) (683) (684) (685) (686) (687) (688) (689) (690) (691) (692) (693) (694) (695) (696) (697) (698) (699) (700) (701) (702) (703) (704) (705) (706) (707) (708) (709) (710) (711) (712) (713) (714) (715) (716) (717) (718) (719) (720) (721) (722) (723) (724) (725) (726) (727) (728) (729) (730) (731) (732) (733) (734) (735) (736) (737) (738) (739) (740) (741) (742) (743) (744) (745) (746) (747) (748) (749) (750) (751) (752) (753) (754) (755) (756) (757) (758) (759) (760) (761) (762) (763) (764) (765) (766) (767) (768) (769) (770) (771) (772) (773) (774) (775) (776) (777) (778) (779) (780) (781) (782) (783) (784) (785) (786) (787) (788) (789) (790) (791) (792) (793) (794) (795) (796) (797) (798) (799) (800) (801) (802) (803) (804) (805) (806) (807) (808) (809) (810) (811) (812) (813) (814) (815) (816) (817) (818) (819) (820) (821) (822) (823) (824) (825) (826) (827) (828) (829) (830) (831) (832) (833) (834) (835) (836) (837) (838) (839) (840) (841) (842) (843) (844) (845) (846) (847) (848) (849) (850) (851) (852) (853) (854) (855) (856) (857) (858) (859) (860) (861) (862) (863) (864) (865) (866) (867) (868) (869) (870) (871) (872) (873) (874) (875) (876) (877) (878) (879) (880) (881) (882) (883) (884) (885) (886) (887) (888) (889) (890) (891) (892) (893) (894) (895) (896) (897) (898) (899) (900) (901) (902) (903) (904) (905) (906) (907) (908) (909) (910) (911) (912) (913) (914) (915) (916) (917) (918) (919) (920) (921) (922) (923) (924) (925) (926) (927) (928) (929) (930) (931) (932) (933) (934) (935) (936) (937) (938) (939) (940) (941) (942) (943) (944) (945) (946) (947) (948) (949) (950) (951) (952) (953) (954) (955) (956) (957) (958) (959) (960) (961) (962) (963) (964) (965) (966) (967) (968) (969) (970) (971) (972) (973) (974) (975) (976) (977) (978) (979) (980) (981) (982) (983) (984) (985) (986) (987) (988) (989) (990) (991) (992) (993) (994) (995) (996) (997) (998) (999) (1000) (1001) (1002) (1003) (1004) (1005) (1006) (1007) (1008) (1009) (1010) (1011) (1012) (1013) (1014) (1015) (1016) (1017) (1018) (1019) (1020) (1021) (1022) (1023) (1024) (1025) (1026) (1027) (1028) (1029) (1030) (1031) (1032) (1033) (1034) (1035) (1036) (1037) (1038) (1039) (1040) (1041) (1042) (1043) (1044) (1045) (1046) (1047) (1048) (1049) (1050) (1051) (1052) (1053) (1054) (1055) (1056) (1057) (1058) (1059) (1060) (1061) (1062) (1063) (1064) (1065) (1066) (1067) (1068) (1069) (1070) (1071) (1072) (1073) (1074) (1075) (1076) (1077) (1078) (1079) (1080) (1081) (1082) (1083) (1084) (1085) (1086) (1087) (1088) (1089) (1090) (1091) (1092) (1093) (1094) (1095) (1096) (1097) (1098) (1099) (1100) (1101) (1102) (1103) (1104) (1105) (1106) (1107) (1108) (1109) (1110) (1111) (1112) (1113) (1114) (1115) (1116) (1117) (1118) (1119) (1120) (1121) (1122) (1123) (1124) (1125) (1126) (1127) (1128) (1129) (1130) (1131) (1132) (1133) (1134) (1135) (1136) (1137) (1138) (1139) (1140) (1141) (1142) (1143) (1144) (1145) (1146) (1147) (1148) (1149) (1150) (1151) (1152) (1153) (1154) (1155) (1156) (1157) (1158) (1159) (1160) (1161) (1162) (1163) (1164) (1165) (1166) (1167) (1168) (1169) (1170) (1171) (1172) (1173) (1174) (1175) (1176) (1177) (1178) (1179) (1180) (1181) (1182) (1183) (1184) (1185) (1186) (1187) (1188) (1189) (1190) (1191) (1192) (1193) (1194) (1195) (1196) (1197) (1198) (1199) (1200) (1201) (1202) (1203) (1204) (1205) (1206) (1207) (1208) (1209) (1210) (1211) (1212) (1213) (1214) (1215) (1216) (1217) (1218) (1219) (1220) (1221) (1222) (1223) (1224) (1225) (1226) (1227) (1228) (1229) (1230) (1231) (1232) (1233) (1234) (1235) (1236) (1237) (1238) (1239) (1240) (1241) (1242) (1243) (1244) (1245) (1246) (1247) (1248) (1249) (1250) (1251) (1252) (1253) (1254) (1255) (1256) (1257) (1258) (1259) (1260) (1261) (1262) (1263) (1264) (1265) (1266) (1267) (1268) (1269) (1270) (1271) (1272) (1273) (1274) (1275) (1276) (1277) (1278) (1279) (1280) (1281) (1282) (1283) (1284) (1285) (1286) (1287) (1288) (1289) (1290) (1291) (1292) (1293) (1294) (1295) (1296) (1297) (1298) (1299) (1300) (1301) (1302) (1303) (1304) (1305) (1306) (1307) (1308) (1309) (1310) (1311) (1312) (1313) (1314) (1315) (1316) (1317) (1318) (1319) (1320) (1321) (1322) (1323) (1324) (1325) (1326) (1327) (1328) (1329) (1330) (1331) (1332) (1333) (1334) (1335) (1336) (1337) (1338) (1339) (1340) (1341) (1342) (1343) (1344) (1345) (1346) (1347) (1348) (1349) (1350) (1351) (1352) (1353) (1354) (1355) (1356) (1357) (1358) (1359) (1360) (1361) (1362) (1363) (1364) (1365) (1366) (1367) (1368) (1369) (1370) (1371) (1372) (1373) (1374) (1375) (1376) (1377) (1378) (1379) (1380) (1381) (1382) (1383) (1384) (1385) (1386) (1387) (1388) (1389) (1390) (1391) (1392) (1393) (1394) (1395) (1396) (1397) (1398) (1399) (1400) (1401) (1402) (1403) (1404) (1405) (1406) (1407) (1408) (1409) (1410) (1411) (1412) (1413) (1414) (1415) (1416) (1417) (1418) (1419) (1420) (1421) (1422) (1423) (1424) (1425) (1426) (1427) (1428) (1429) (1430) (1431) (1432) (1433) (1434) (1435) (1436) (1437) (1438) (1439) (1440) (1441) (1442) (1443) (1444) (1445) (1446) (1447) (1448) (1449) (1450) (1451) (1452) (1453) (1454) (1455) (1456) (1457) (1458) (1459) (1460) (1461) (1462) (1463) (1464) (1465) (1466) (1467) (1468) (1469) (1470) (1471) (1472) (1473) (1474) (1475) (1476) (1477) (1478) (1479) (1480) (1481) (1482) (1483) (1484) (1485) (1486) (1487) (1488) (1489) (1490) (1491) (1492) (1493) (1494) (1495) (1496) (1497) (1498) (1499) (1500) (1501) (1502) (1503) (1504) (1505) (1506) (1507) (1508) (1509) (1510) (1511) (1512) (1513) (1514) (1515) (1516) (1517) (1518) (1519) (1520) (1521) (1522) (1523) (1524) (1525) (1526) (1527) (1528) (1529) (1530) (1531) (1532) (1533) (1534) (1535) (1536) (1537) (1538) (1539) (1540) (1541) (1542) (1543) (1544) (1545) (1546) (1547) (1548) (1549) (1550) (1551) (1552) (1553) (1554) (1555) (1556) (1557) (1558) (1559) (1560) (1561) (1562) (1563) (1564) (1565) (1566) (1567) (1568) (1569) (1570) (1571) (1572) (1573) (1574) (1575) (1576) (1577) (1578) (1579) (1580) (1581) (1582) (1583) (1584) (1585) (1586) (1587) (1588) (1589) (1590) (1591) (1592) (1593) (1594) (1595) (1596) (1597) (1598) (1599) (1600) (1601) (1602) (1603) (1604) (1605) (1606) (1607) (1608) (1609) (1610) (1611) (1612) (1613) (1614) (1615) (1616) (1617) (1618) (1619) (1620) (1621) (1622) (1623) (1624) (1625) (1626) (1627) (1628) (1629) (1630) (1631) (1632) (1633) (1634) (1635) (1636) (1637) (1638) (1639) (1640) (1641) (1642) (1643) (1644) (1645) (1646) (1647) (1648) (1649) (1650) (1651) (1652) (1653) (1654) (1655) (1656) (1657) (1658) (1659) (1660) (1661) (1662) (1663) (1664) (1665) (1666) (1667) (1668) (1669) (1670) (1671) (1672) (1673) (1674) (1675) (1676) (1677) (1678) (1679) (1680) (1681) (1682) (1683) (1684) (1685) (1686) (1687) (1688) (1689) (1690) (1691) (1692) (1693) (1694) (1695) (1696) (1697) (1698) (1699) (1700) (1701) (1702) (1703) (1704) (1705) (1706) (1707) (1708) (1709) (1710) (1711) (1712) (1713) (1714) (1715) (1716) (1717) (1718) (1719) (1720) (1721) (1722) (1723) (1724) (1725) (1726) (1727) (1728) (1729) (1730) (1731) (1732) (1733) (1734) (1735) (1736) (1737) (1738) (1739) (1740) (1741) (1742) (1743) (1744) (1745) (1746) (1747) (1748) (1749) (1750) (1751) (1752) (1753) (1754) (1755) (1756) (1757) (1758) (1759) (1760) (1761) (1762) (1763) (1764) (1765) (1766) (1767) (1768) (1769) (1770) (1771) (1772) (1773) (1774) (1775) (1776) (1777) (1778) (1779) (1780) (1781) (1782) (1783) (1784) (1785) (1786) (1787) (1788) (1789) (1790) (1791) (1792) (1793) (1794) (1795) (1796) (1797) (1798) (1799) (1800) (1801) (1802) (1803) (1804) (1805) (1806) (1807) (1808) (1809) (1810) (1811) (1812) (1813) (1814) (1815) (1816) (1817) (1818) (1819) (1820) (1821) (1822) (1823) (1824) (1825) (1826) (1827) (1828) (1829) (1830) (1831) (1832) (1833) (1834) (1835) (1836) (1837) (1838) (1839) (1840) (1841) (1842) (1843) (1844) (1845) (1846) (1847) (1848) (1849) (1850) (1851) (1852) (1853) (1854) (1855) (1856) (1857) (1858) (1859) (1860) (1861) (1862) (1863) (1864) (1865) (1866) (1867) (1868) (1869) (1870) (1871) (1872) (1873) (1874) (1875) (1876) (1877) (1878) (1879) (1880) (1881) (1882) (1883) (1884) (1885) (1886) (1887) (1888) (1889) (1890) (1891) (1892) (1893) (1894) (1895) (1896) (1897) (1898) (1899) (1900) (1901) (1902) (1903) (1904) (1905) (1906) (1907) (1908) (1909) (1910) (1911) (1912) (1913) (1914) (1915) (1916) (1917) (1918) (1919) (1920) (1921) (1922) (1923) (1924) (1925) (1926) (1927) (1928) (1929) (1930) (1931) (1932) (1933) (1934) (1935) (1936) (1937) (1938) (1939) (1940) (1941) (1942) (1943) (1944) (1945) (1946) (1947) (1948) (1949) (1950) (1951) (1952) (1953) (1954) (1955) (1956) (1957) (1958) (1959) (1960) (1961) (1962) (1963) (1964) (1965) (1966) (1967) (1968) (1969) (1970) (1971) (1972) (1973) (1974) (1975) (1976) (1977) (1978) (1979) (1980) (1981) (1982) (1983) (1984) (1985) (1986) (1987) (1988) (1989) (1990) (1991) (1992) (1993) (1994) (1995) (1996) (1997) (1998) (1999) (2000) (2001) (2002) (2003) (2004) (2005) (2006) (2007) (2008) (2009) (2010) (2011) (2012) (2013) (2014) (2015) (2016) (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024) (2025) (2026) (2027) (2028) (2029) (2030) (2031) (2032) (2033) (2034) (2035) (2036) (2037) (2038) (2039) (2040) (2041) (2042) (2043) (2044) (2045) (2046) (2047) (2048) (2049) (2050) (2051) (2052) (2053) (2054) (2055) (2056) (2057) (2058) (2059) (2060) (2061) (2062) (2063) (2064) (2065) (2066) (2067) (2068) (2069) (2070) (2071) (2072) (2073) (2074) (2075) (2076) (2077) (2078) (2079) (2080) (2081) (2082) (2083) (2084) (2085) (2086) (2087) (2088) (2089) (2090) (2091) (2092) (2093) (2094) (2095) (2096) (2097) (2098) (2099) (2100) (2101) (2102) (2103) (2104) (2105) (2106) (2107) (2108) (2109) (2110) (2111) (2112) (2113) (2114) (2115) (2116) (2117) (2118) (2119) (2120) (2121) (2122) (2123) (2124) (2125) (2126) (2127) (2128) (2129) (2130) (2131) (2132) (2133) (2134) (2135) (2136) (2137) (2138) (2139) (2140) (2141) (2142) (2143) (2144) (2145) (2146) (2147) (2148) (2149) (2150) (2151) (2152) (2153) (2154) (2155) (2156) (

expeditions together, which resulted in a series of 400 boats pulled back between 1870 and 1887. It is possible that some activity continued in this regard, although in 1887 he was appointed Chief Protector of Aborigines by the federal government. His last expedition was made to Torres del Paine to record in relation to the last surviving native Americans, a expedition on which he became ill and died. (2)

The processes occurring upon the settlement of populations of the Australian continent contributed to a general feeling of unease for the application of scientific knowledge. Demographical problems, diseases of aborigines, great internal distances, separation from the outside world, ecological control, shortage of water, scarcity of population, high cost of labour, and pace in the industrial base, have caused a constant stimulus for attempts to overcome them. The gold discoveries of the 1850s and 1860 led to a massive increase in the European population (from 1850 to 1860, more than one million people entered Australia). With the ending

of the gold rush period, Australia faced a major problem of finding employment for its greatly increased population. This came led to questions of the introduction of prospective workers in lower cost industries. The problem was particularly acute in the colony of Victoria, where leading by Melbourne. The Age, became a major force driver in the situation of protection versus free entry. Its predecessor, David Smith, one of the leading figures in the history of Australian socialism, was himself a leading proponent. It published one of the earliest books devoted to a subject. (3) Smith argued that the national policies of economic development in Australia, motivated the active intervention of government, starting in the first third of the 19th century. (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100) (101) (102) (103) (104) (105) (106) (107) (108) (109) (110) (111) (112) (113) (114) (115) (116) (117) (118) (119) (120) (121) (122) (123) (124) (125) (126) (127) (128) (129) (130) (131) (132) (133) (134) (135) (136) (137) (138) (139) (140) (141) (142) (143) (144) (145) (146) (147) (148) (149) (150) (151) (152) (153) (154) (155) (156) (157) (158) (159) (160) (161) (162) (163) (164) (165) (166) (167) (168) (169) (170) (171) (172) (173) (174) (175) (176) (177) (178) (179) (180) (181) (182) (183) (184) (185) (186) (187) (188) (189) (190) (191) (192) (193) (194) (195) (196) (197) (198) (199) (200) (201) (202) (203) (204) (205) (206) (207) (208) (209) (210) (211) (212) (213) (214) (215) (216) (217) (218) (219) (220) (221) (222) (223) (224) (225) (226) (227) (228) (229) (230) (231) (232) (233) (234) (235) (236) (237) (238) (239) (240) (241) (242) (243) (244) (245) (246) (247) (248) (249) (250) (251) (252) (253) (254) (255) (256) (257) (258) (259) (260) (261) (262) (263) (264) (265) (266) (267) (268) (269) (270) (271) (272) (273) (274) (275) (276) (277) (278) (279) (280) (281) (282) (283) (284) (285) (286) (287) (288) (289) (290) (291) (292) (293) (294) (295) (296) (297) (298) (299) (300) (301) (302) (303) (304) (305) (306) (307) (308) (309) (310) (311) (312) (313) (314) (315) (316) (317) (318) (319) (320) (321) (322) (323) (324) (325) (326) (327) (328) (329) (330) (331) (332) (333) (334) (335) (336) (337) (338) (339) (340) (341) (342) (343) (344) (345) (346) (347) (348) (349) (350) (351) (352) (353) (354) (355) (356) (357) (358) (359) (360) (361) (362) (363) (364) (365) (366) (367) (368) (369) (370) (371) (372) (373) (374) (375) (376) (377) (378) (379) (380) (381) (382) (383) (384) (385) (386) (387) (388) (389) (390) (391) (392) (393) (394) (395) (396) (397) (398) (399) (400) (401) (402) (403) (404) (405) (406) (407) (408) (409) (410) (411) (412) (413) (414) (415) (416) (417) (418) (419) (420) (421) (422) (423) (424) (425) (426) (427) (428) (429) (430) (431) (432) (433) (434) (435) (436) (437) (438) (439) (440) (441) (442) (443) (444) (445) (446) (447) (448) (449) (450) (451) (452) (453) (454) (455) (456) (457) (458) (459) (460) (461) (462) (463) (464) (465) (466) (467) (468) (469) (470) (471) (472) (473) (474) (475) (476) (477) (478) (479) (480) (481) (482) (483) (484) (485) (486) (487) (488) (489) (490) (491) (492) (493) (494) (495) (496) (497) (498) (499) (500) (501) (502) (503) (504) (505) (506) (507) (508) (509) (510) (511) (512) (513) (514) (515) (516) (517) (518) (519) (520) (521) (522) (523) (524) (525) (526) (527) (528) (529) (530) (531) (532) (533) (534) (535) (536) (537) (538) (539) (540) (541) (542) (543) (544) (545) (546) (547) (548) (549) (550) (551) (552) (553) (554) (555) (556) (557) (558) (559) (560) (561) (562) (563) (564) (565) (566) (567) (568) (569) (570) (571) (572) (573) (574) (575) (576) (577) (578) (579) (580) (581) (582) (583) (584) (585) (586) (587) (588) (589) (590) (591) (592) (593) (594) (595) (596) (597) (598) (599) (600) (601) (602) (603) (604) (605) (606) (607) (608) (609) (610) (611) (612) (613) (614) (615) (616) (617) (618) (619) (620) (621) (622) (623) (624) (625) (626) (627) (628) (629) (630) (631) (632) (633) (634) (635) (636) (637) (638) (639) (640) (641) (642) (643) (644) (645) (646) (647) (648) (649) (650) (651) (652) (653) (654) (655) (656) (657) (658) (659) (660) (661) (662) (663) (664) (665) (666) (667) (668) (669) (670) (671) (672) (673) (674) (675) (676) (677) (678) (679) (680) (681) (682) (683) (684) (685) (686) (687) (688) (689) (690) (691) (692) (693) (694) (695) (696) (697) (698) (699) (700) (701) (702) (703) (704) (705) (706) (707) (708) (709) (710) (711) (712) (713) (714) (715) (716) (717) (718) (719) (720) (721) (722) (723) (724) (725) (726) (727) (728) (729) (730) (731) (732) (733) (734) (735) (736) (737) (738) (739) (740) (741) (742) (743) (744) (745) (746) (747) (748) (749) (750) (751) (752) (753) (754) (755) (756) (757) (758) (759) (760) (761) (762) (763) (764) (765) (766) (767) (768) (769) (770) (771) (772) (773) (774) (775) (776) (777) (778) (779) (780) (781) (782) (783) (784) (785) (786) (787) (788) (789) (790) (791) (792) (793) (794) (795) (796) (797) (798) (799) (800) (801) (802) (803) (804) (805) (806) (807) (808) (809) (810) (811) (812) (813) (814) (815) (816) (817) (818) (819) (820) (821) (822) (823) (824) (825) (826) (827) (828) (829) (830) (831) (832) (833) (834) (835) (836) (837) (838) (839) (840) (841) (842) (843) (844) (845) (846) (847) (848) (849) (850) (851) (852) (853) (854) (855) (856) (857) (858) (859) (860) (861) (862) (863) (864) (865) (866) (867) (868) (869) (870) (871) (872) (873) (874) (875) (876) (877) (878) (879) (880) (881) (882) (883) (884) (885) (886) (887) (888) (889) (890) (891) (892) (893) (894) (895) (896) (897) (898) (899) (900) (901) (902) (903) (904) (905) (906) (907) (908) (909) (910) (911) (912) (913) (914) (915) (916) (917) (918) (919) (920) (921) (922) (923) (924) (925) (926) (927) (928) (929) (930) (931) (932) (933) (934) (935) (936) (937) (938) (939) (940) (941) (942) (943) (944) (945) (946) (947) (948) (949) (950) (951) (952) (953) (954) (955) (956) (957) (958) (959) (960) (961) (962) (963) (964) (965) (966) (967) (968) (969) (970) (971) (972) (973) (974) (975) (976) (977) (978) (979) (980) (981) (982) (983) (984) (985) (986) (987) (988) (989) (990) (991) (992) (993) (994) (995) (996) (997) (998) (999) (1000) (1001) (1002) (1003) (1004) (1005) (1006) (1007) (1008) (1009) (1010) (1011) (1012) (1013) (1014) (1015) (1016) (1017) (1018) (1019) (1020) (1021) (1022) (1023) (1024) (1025) (1026) (1027) (1028) (1029) (1030) (1031) (1032) (1033) (1034) (1035) (1036) (1037) (1038) (1039) (1040) (1041) (1042) (1043) (1044) (1045) (1046) (1047) (1048) (1049) (1050) (1051) (1052) (1053) (1054) (1055) (1056) (1057) (1058) (1059) (1060) (1061) (1062) (1063) (1064) (1065) (1066) (1067) (1068) (1069) (1070) (1071) (1072) (1073) (1074) (1075) (1076) (1077) (1078) (1079) (1080) (1081) (1082) (1083) (1084) (1085) (1086) (1087) (1088) (1089) (1090) (1091) (1092) (1093) (1094) (1095) (1096) (1097) (1098) (1099) (1100) (1101) (1102) (1103) (1104) (1105) (1106) (1107) (1108) (1109) (1110) (1111) (1112) (1113) (1114) (1115) (1116) (1117) (1118) (1119) (1120) (1121) (1122) (1123) (1124) (1125) (1126) (1127) (1128) (1129) (1130) (1131) (1132) (1133) (1134) (1135) (1136) (1137) (1138) (1139) (1140) (1141) (1142) (1143) (1144) (1145) (1146) (1147) (1148) (1149) (1150) (1151) (1152) (1153) (1154) (1155) (1156) (1157) (1158) (1159) (1160) (1161) (1162) (1163) (1164) (1165) (1166) (1167) (1168) (1169) (1170) (1171) (1172) (1173) (1174) (1175) (1176) (1177) (1178) (1179) (1180) (1181) (1182) (1183) (1184) (1185) (1186) (1187) (1188) (1189) (1190) (1191) (1192) (1193) (1194) (1195) (1196) (1197) (1198) (1199) (1200) (1201) (1202) (1203) (1204) (1205) (1206) (1207) (1208) (1209) (1210) (1211) (1212) (1213) (1214) (1215) (1216) (1217) (1218) (1219) (1220) (1221) (1222) (1223) (1224) (1225) (1226) (1227) (1228) (1229) (1230) (1231) (1232) (1233) (1234) (1235) (1236) (1237) (1238) (1239) (1240) (1241) (1242) (1243) (1244) (1245) (1246) (1247) (1248) (1249) (1250) (1251) (1252) (1253) (1254) (1255) (1256) (1257) (1258) (1259) (1260) (1261) (1262) (1263) (1264) (1265) (1266) (1267) (1268) (1269) (1270) (1271) (1272) (1273) (1274) (1275) (1276) (1277) (1278) (1279) (1280) (1281) (1282) (1283) (1284) (1285) (1286) (1287) (1288) (1289) (1290) (1291) (1292) (1293) (1294) (1295) (1296) (1297) (1298) (1299) (1300) (1301) (1302) (1303) (1304) (1305) (1306) (1307) (1308) (1309) (1310) (1311) (1312) (1313) (1314) (1315) (1316) (1317) (1318) (1319) (1320) (1321) (1322) (1323) (1324) (1325) (1326) (1327) (1328) (1329) (1330) (1331) (1332) (1333) (1334) (1335) (1336) (1337) (1338) (1339) (1340) (1341) (1342) (1343) (1344) (1345) (1346) (1347) (1348) (1349) (1350) (1351) (1352) (1353) (1354) (1355) (1356) (1357) (1358) (1359) (1360) (1361) (1362) (1363) (1364) (1365) (1366) (1367) (1368) (1369) (1370) (1371) (1372) (1373) (1374) (1375) (1376) (1377) (1378) (1379) (1380) (1381) (1382) (1383) (1384) (1385) (1386) (1387) (1388) (1389) (1390) (1391) (1392) (1393) (1394) (1395) (1396) (1397) (1398) (1399) (1400) (1401) (1402) (1403) (1404) (1405) (1406) (1407) (1408) (1409) (1410) (1411) (1412) (1413) (1414) (1415) (1416) (1417) (1418) (1419) (1420) (1421) (1422) (1423) (1424) (1425) (1426) (1427) (1428) (1429) (1430) (1431) (1432) (1433) (1434) (1435) (1436) (1437) (1438) (1439) (1440) (1441) (1442) (1443) (1444) (1445) (1446) (1447) (1448) (1449) (1450) (1451) (1452) (1453) (1454) (1455) (1456) (1457) (1458) (1459) (1460) (1461) (1462) (1463) (1464) (1465) (1466) (1467) (1468) (1469) (1470) (1471) (1472) (1473) (1474) (1475) (1476) (1477) (1478) (1479) (1480) (1481) (1482) (1483) (1484) (1485) (1486) (1487) (1488) (1489) (1490) (1491) (1492) (1493) (1494) (1495) (1496) (1497) (1498) (1499) (1500) (1501) (1502) (1503) (1504) (1505) (1506) (1507) (1508) (1509) (1510) (1511) (1512) (1513) (1514) (1515) (1516) (1517) (1518) (1519) (1520) (1521) (1522) (1523) (1524) (1525) (1526) (1527) (1528) (1529) (1530) (1531) (1532) (1533) (1534) (1535) (1536) (1537) (1538) (1539) (1540) (1541) (1542) (1543) (1544) (1545) (1546) (1547) (1548) (1549) (1550) (1551) (1552) (1553) (1554) (1555) (1556) (1557) (1558) (1559) (1560) (1561) (1562) (1563) (1564) (1565) (1566) (1567) (1568) (1569) (1570) (1571) (1572) (1573) (1574) (1575) (1576) (1577) (1578) (1579) (1580) (1581) (1582) (1583) (1584) (1585) (1586) (1587) (1588) (1589) (1590) (1591) (1592) (1593) (1594) (1595) (1596) (1597) (1598) (1599) (1600) (1601) (1602) (1603) (1604) (1605) (1606) (1607) (1608) (1609) (1610) (1611) (1612) (1613) (1614) (1615) (1616) (1617) (1618) (1619) (1620) (1621) (1622) (1623) (1624) (1625) (1626) (1627) (1628) (1629) (1630) (1631) (1632) (1633) (1634) (1635) (1636) (1637) (1638) (1639) (1640) (1641) (1642) (1643) (1644) (1645) (1646) (1647) (1648) (1649) (1650) (1651) (1652) (1653) (1654) (1655) (1656) (1657) (1658) (1659) (1660) (1661) (1662) (1663) (1664) (1665) (1666) (1667) (1668) (1669) (1670) (1671) (1672) (1673) (1674) (1675) (1676) (1677) (1678) (1679) (1680) (1681) (1682) (1683) (1684) (1685) (1686) (1687) (1688) (1689) (1690) (1691) (1692) (1693) (1694) (1695) (1696) (1697) (1698) (1699) (1700) (1701) (1702) (1703) (1704) (1705) (1706) (1707) (1708) (1709) (1710) (1711) (1712) (1713) (1714) (1715) (1716) (1717) (1718) (1719) (1720) (1721) (1722) (1723) (1724) (1725) (1726) (1727) (1728) (1729) (1730) (1731) (1732) (1733) (1734) (1735) (1736) (1737) (1738) (1739) (1740) (1741) (1742) (1743) (1744) (1745) (1746) (1747) (1748) (1749) (1750) (1751) (1752) (1753) (1754) (1755) (1756) (1757) (1758) (1759) (1760) (1761) (1762) (1763) (1764) (1765) (1766) (1767) (1768) (1769) (1770) (1771) (1772) (1773) (1774) (1775) (1776) (1777) (1778) (1779) (1780) (1781) (1782) (1783) (1784) (1785) (1786) (1787) (1788) (1789) (1790) (1791) (1792) (1793) (1794) (1795) (1796) (1797) (1798) (1799) (1800) (1801) (1802) (1803) (1804) (1805) (1806) (1807) (1808) (1809) (1810) (1811) (1812) (1813) (1814) (1815) (1816) (1817) (1818) (1819) (1820) (1821) (1822) (1823) (1824) (1825) (1826) (1827) (1828) (1829) (1830) (1831) (1832) (1833) (1834) (1835) (1836) (1837) (1838) (1839) (1840) (1841) (1842) (1843) (1844) (1845) (1846) (1847) (1848) (1849) (1850) (1851) (1852) (1853) (1854) (1855) (1856) (1857) (1858) (1859) (1860) (1861) (1862) (1863) (1864) (1865) (1866) (1867) (1868) (1869) (1870) (1871) (1872) (1873) (1874) (1875) (1876) (1877) (1878) (1879) (1880) (1881) (1882) (1883) (1884) (1885) (1886) (1887) (1888) (1889) (1890) (1891) (1892) (1893) (1894) (1895) (1896) (1897) (1898) (1899) (1900) (1901) (1902) (1903) (1904) (1905) (1906) (1907) (1908) (1909) (1910) (1911) (1912) (1913) (1914) (1915) (1916) (1917) (1918) (1919) (1920) (1921) (1922) (1923) (1924) (1925) (1926) (1927) (1928) (1929) (1930) (1931) (1932) (1933) (1934) (1935) (1936) (1937) (1938) (1939) (1940) (1941) (1942) (1943) (1944) (1945) (1946) (1947) (1948) (1949) (1950) (1951) (1952) (1953) (1954) (1955) (1956) (1957) (1958) (1959) (1960) (1961) (1962) (1963) (1964) (1965) (1966) (1967) (1968) (1969) (1970) (1971) (1972) (1973) (1974) (1975) (1976) (1977) (1978) (1979) (1980) (1981) (1982) (1983) (1984) (1985) (1986) (1987) (1988) (1989) (1990) (1991) (1992) (1993) (1994) (1995) (1996) (1997) (1998) (1999) (2000) (2001) (2002) (2003) (2004) (2005) (2006) (2007) (2008) (2009) (2010) (2011) (2012) (2013) (2014) (2015) (2016) (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024) (2025) (2026) (2027) (2028) (2029) (2030) (2031) (2032) (2033) (2034) (2035) (2036) (2037) (2038) (2039) (2040) (2041) (2042) (2043) (2044) (2045) (2046) (2047) (2048) (2049) (2050) (2051) (2052) (2053) (2054) (2055) (2056) (2057) (2058) (2059) (2060) (2061) (2062) (2063) (2064) (2065) (2066) (2067) (2068) (2069) (2070) (2071) (2072) (2073) (2074) (2075) (2076) (2077) (2078) (2079) (2080) (2081) (2082) (2083) (2084) (2085) (2086) (2087) (2088) (2089) (2090) (2091) (2092) (2093) (2094) (2095) (2096) (2097) (2098) (2099) (2100) (2101) (2102) (2103) (2104) (2105) (2106) (2107) (2108) (2109) (2110) (2111) (2112) (2113) (2114) (2115) (2116) (2117) (2118) (2119) (2120) (2121) (2122) (2123) (2124) (2125) (2126) (2127) (2128) (2129) (2130) (2131) (2132) (2133) (2134) (2135) (2136) (2137) (2138) (2139) (2140) (2141) (2142) (2143) (2144) (2145) (2146) (2147) (2148) (2149) (2150) (2151) (2152) (2153) (2154) (2155) (2156) (2157) (2158) (2159) (2160) (2161) (2162) (2163) (2164) (2165) (2166) (2167) (2168) (2169) (2170) (2171) (2172) (2173) (2174) (

languages, history, politics, economics and social studies has been one of the major changes in the institutional climate of Australia since 1945, affecting all levels of the educational system and reflected in a large output of books, papers and conference proceedings.

The nature of the immediate post-war expansion in the social sciences has been documented by Collins (34). Between 1945 and 1949, the total number of students in the relevant university faculties (arts, economics, commerce, law and education) rose from 18,476 to 27,480, and the number of degrees awarded annually from 1,117 to 1,401. Although these figures also include enrolments in degree studies that the formal system, it was the growth of the latter which provided the main impetus. Collins also examined the growth of post-graduate research in the post-war period. Up to 1945, a total of 100 higher degrees had been awarded by all Australian universities in the relevant fields. Between 1946 and 1949, the comparable number was 144. Growth at the student level was matched by an expansion in staff numbers. Between 1946 and 1949, according to official figures published by the Australian Bureau of Statistics, total staff in the social sciences increased from 145 to 416, i.e. from 11.5 per cent of total university staffs to 24.6 per cent.

THE GROWTH OF PSYCHOLOGY, 1945-1949

We may now turn from this general background survey to look at the institutional formation of the major disciplines which lie under the larger rubric, the heading of "social sciences". For the purposes of this paper, the more disciplines are taken to be economics, demography, political science, social anthropology, psychology and sociology. Other fields considered are criminology, public and social administration, social work and human geography. In the Australian context, it would be misleading to treat the areas of law, history, linguistics or philosophy as part of the social sciences. Social sciences has never existed as a separate field, but as a collection of economics, demography and sociology.

Economics

Economics, under that name, was first included in the curriculum of the Faculty of Arts at the University of Sydney in 1886. The first professor of economics was H. F. Irvine, appointed in 1917 after the State government of New South Wales had greatly increased its grant to the university. The chairing given in this subject was the Adjunct-Professorial Professor, W. A. Holman, who had previously complained about the failure of the universities to give coverage beyond literature or critical scholarship. He described them as "glorified technical schools" which were concerned only with turning out doctors

lawyers and engineers, feds, clerics, bankers, politicians, what a governmental affliction with the named Holman in his attempts to improve and broaden university. He became well-known as a exponent of what has come to be called Keynesianism (35). Following a brief period in the University of Sydney in 1918, a paper Faculty of Economics was established in 1921. This was the pattern which was followed in all Australian universities until the 1940s.

The University of Melbourne sought staff from the State government of Victoria in 1913 for a chair of economics, but refused to accept a salary imposed by the government (as the school would go to its Australian rivals (36)). Formed as a research institution (36), The City Hall of 1913 provided Sydney for a school of economics, whose first professor was G. R. Mc Douglas (37). In 1917, G. R. Collins appeared to the newly founded Sydney with great fervour, both men pursuing previous economic interests to government. The first was born in 1876, who became first Reader of economics in the University of Toronto (38), and of L. C. (later Sir Leslie) May applied to his first chair of economics at the University of Adelaide in 1924.

Until the 1930-1940 war, the teaching of economics remained subordinate to that of "human capital" (39). The war is viewed as a generalized demand for the services of two economists in particular, and this was met in the rapid growth of economics teaching at several times over (40).

Psychology

The major influence on the development of a distinct psychology has always been scientific rather than scholarly influences from psychology, experimental science and physics. As a result, psychology was initially reborn from the beginning, and has remained so as progress. The study of social class differences, however, was pioneered in Australia by psychology. Two early practitioners who became nationally known were Elton Mayo, known for work at the Harvard Business School, and H. F. Perkins, for many years director of a psychological clinic at the University of New South Wales and founder of the widely used Perkins Map Test for measuring intelligence. Dominant influences of education, many early professor psychology were like Perkins originally in teachers and then educational psychologists.

The first academic teacher of psychology appointed at the University of Sydney in 1918 lectured in medical students in what would be called psychology. From 1924, part of philosophy, was responsible for the appointment in 1928 of Dr. R. T. Lovell as lecture psychology, which remained a component of

undergraduate and post-graduate programs in its disciplines, comparative and interdisciplinary studies.

Geography

Like some of the other social sciences, geography has a considerable history within the University. The Teaching Committee (since 1987, the Department), more concerned with the history of New South Wales, via the Planning Agency in the collection of public data, and its subsequent work, *Labour and Industry in Australia*, published in four volumes in 1918, is one of the classics of Australian social science. Generally speaking, geography has been caught in a subsidiary part of economic studies, and is important in the teaching of economics. The only separate department of geography in the country was established at the Macquarie Technical University in 1952 as part of the Macquarie School of Social Sciences. As part of its mission, the department has been involved in population census in a number of Asia and Pacific countries as well as Africa. R.L. Harris, perhaps the best known of geographers in Australia, and formerly, was appointed to the first chair in the department in 1967.

Macquarie University, established in 1961, had great special strengths in the teaching of geography as an interdisciplinary course with schools of Economics and Financial Studies.

Insights

The development of sociology in its traditional discipline coincides closely with the large expansion of tertiary education system followed the Murray report in Australian universities in 1959.

Despite widespread early advice and the efforts of individual academics like Frank Anderson and Gordon Allport, conferred in 1963, sociology was effectively excluded from the universities for many years. The influence of English academic tradition was important, and especially the necessity of Oxford and Cambridge to the social sciences (apart from economics and anthropology). Sociology in England grew up largely outside the two oldest universities, and Oxford, then still not established a chair (Cambridge did until 1968). The growth of sociology in Australia coincides closely with the expansion of the social sciences in Britain after 1959.

The first important attempt to establish the growth of sociology took place at the University of Sydney under the auspices of Professor A. B. Kline, head of the department of Anthropology from 1956 to 1968 (24). During the 1950-1960s in accordance to demands from the federal government's Department of Social Research Work, a number of post-graduate in theory and research papers were written on topics such as education, rural life and women. Close with the international in teaching the courses in the Institute of Sociology (1960-1961).

In 1964, the first chair of sociology was established at the University of New South Wales and further developments followed relatively rapidly. In 1973, there were seven chairs, departments existed at ten of the thirteen old states. The Sociological Association of Britain and New Zealand was established in 1965, or launched in one journal in 1969. In addition sociologically-informed interests in crime that have grown considerably, e.g. in political education, agriculture, town planning, post-economic, medicine, social work and management studies.

Education

Against most the "new" disciplines described a few other areas deserve mention. Geography which was a comparatively undeveloped area in the 1950s, has grown rapidly in the past few years. In 1987, there were only five smaller departments (History and Statistics), and the courses followed the three traditions of social physical geography. Since then, departments were established in virtually every university the discipline has shifted to human or social geography, with specialisation in urban and environmental problems and the use of quantitative data. Previously, some attention was given to economic geography in a rather dated if not useless, but this has been absorbed into a more wider framework of teaching and research. Also geography courses now covering concepts such as economic, political culture, sociology, town planning. Academic geographers have closely associated with professionals in urban rural planning schemes (25).

Criminology became an academic discipline in the 1960s. Until 1966, the subject had only minor aspects of the teaching of criminal law in schools. The first separate department in criminology was set up at Melbourne. Then in 1964, with the aim of integrating research from law, psychology, psychiatry and sociology A United States funding centre, the British Criminology, was established in 1965 to open the law school at the University of Sydney. It provides research leading to the degree of M.A. or Law (LL.M.) and a diploma of criminology which does not require a previous degree. Criminology has also developed as a subject in its schools. Research was also started by the set up of a legal geographers Bureau of Crime Prevention and Research at New South Wales in 1965 and establishment of the Australian Institute of Criminology and the Australian Criminology Society (covering the federal government) in 1978.

Social work became established in Australia in the 1950s, when training courses were set at the Universities of Melbourne and Sydney. For a long time, however, its limited problems areas, and this did not change until the 1980s.

degrees results were established at several institutions. In 1871, there were 11 schools of Arts attached to 10 of 11 universities or colleges of advanced education. Social work training was on a range of social science disciplines, mainly psychology, sociology, and welfare studies, and its growth is important as a consequence of growth of the social sciences at large. In fact, social work students form part of the graduates body in 1969 Social Sciences Division, and the growth of research within social will obviously contribute to the wider social science problems.

The study of industrial relations is another of special importance which has been followed by the expansion of the social sciences. Training of industrial relations began officially in the Faculty of Commerce at Melbourne in the 1910s, but the emphasis was on the legal framework of industrial relations. Commerce includes economics and commerce dominated similar courses. During the 1950s, efforts moved away from law to a study of economics, but there was also an interest in the psychology of work and the problems associated with it. More recently, the subject moved closer to sociology, and courses in industrial sociology are now taught either as part of social sciences or within degree commerce programs. The development of teaching in industrial relations, industrial psychology, and labor sociology has also taken place with the growth of studies of advanced education, where it is related into management teaching programmes and similar courses for postgraduates.

122

On a broad plane there, it will be clear a social sciences in Australia have grown significantly and diversified fields, universities are responding to different social pressures, a category is more greater unity, especially when international relations since 1914, during development has in some ways socialized differences resulting from their varied. There are also, however, influences owing to greater unity. The most important is the demand from governments for ideas and ideas related to policy, which is answered by universities (Smith, 1961). For 1914, there have been attempts to develop lines of both undergraduate and postgraduate which are problem-oriented rather discipline-oriented. Another influence is that of dissatisfaction with previous approaches.

With 1914 has been a considerable increase response from academic staffs. This division has had particularly of the following results of relations between the natural and social sciences, e.g. in areas like earth sciences.

THE INSTITUTIONAL FRAMEWORK OF TEACHING AND RESEARCH

Generally speaking, Australian universities offer two types of degrees, 3 and 4 years and honours level. The former requires three years of full-time study, the latter four years. The post degree is comparatively unimportant, and the student will in most cases pursue the major subjects for three years. As a wide range of subject combinations is possible, it is difficult to extract useful statistics about past students taking one or more of the social sciences. Such figures are easier to extract in the case of honours, because the majority of honours students are working in faculties of economics or commerce and preparing for the degrees of Bachelor of Economics (B.Ec.) or Bachelor of Commerce (B.Com.). It is, however, possible to study statistics within the Faculty of Arts, which increases the difficulty of measurement. Psychology presents the additional problem that it may be intermediate for the Arts degree (B.A.) or the Science degree (B.Sc.). A large number of social science postgraduates are based in the Law Faculty, where combined courses (B.L., B.A. or B.Sc., LL.B.) are often taken.

Allowing for these difficulties of measurement, a general idea of student numbers in the social sciences may be derived from the official figures published by the Australian Bureau of Statistics. Between 1964 and 1977, the total number of students enrolled at Australian universities rose from 17,582 to 131,528. The Bureau of Statistics categorizes two categories of students clearly covering the social sciences: those listed under "social and behavioral sciences", and another category of "economics, commerce and government". In 1964, there are categories accounted for 15.8 per cent of all students in 1977, this had risen to 17,844,040. The Bureau also uses the category of "humanities" which, for the purpose stated, includes social science students. Between 1964 and 1977, the proportion of students in this group fluctuated between 14 per cent and 21 per cent. If we assume that one-third of these were students in the social sciences, which is probably a conservative estimate, the figure as a total figure between 1964 and 1977 was of students population.

The Bureau of Statistics uses the same categories for classifying students in staff. In 1977, there was a total of 13,128 full-time academics staff in the universities. Of these, the staff of "economics, commerce and government" numbered 1,144 and "social and behavioral sciences" for 1,663, making a total for the two categories of 2,807. Full professors in these two categories numbered 131. This staff under the heading of "humanities" numbered 1,144, of whom 144 were full professors. It is again the same categories about staff in this category as we did about students. This gives an approximate staff: student ratio of 1:100.

exist in the social sciences, of whom but were producers.

Non-student ratios are calculated by a formula which gives variable weightings to student squares in the successive years of the degree programme. On this basis, the ratio of staff to students in the social sciences is approximately 1 to 17.

The usual pattern of organization in social sciences teaching is that of large, multi-professional departments. In universities established before 1950, the former independent departments established within large "faculties" grouping, typically, faculties of arts and sciences or commerce. Since then, the traditional pattern has been to establish smaller groupings called "schools" in which related disciplines are encouraged to work together. As far as the social sciences are concerned, West-Indies-related institutions include, from within, Behavioural Science and Modern Languages Studies.

The social sciences have a significant component of teaching in a number of professional schools. In law, for instance, OAU participation has increased greatly in the past twenty years. For many years, Australian law schools took a narrow, technical approach to legal training. Only a small minority of students took a professional degree in law before proceeding to the Bachelor of Laws (LL.B.), and within the law curriculum itself, the emphasis was on mastery of procedural and technical detail at the expense of more general skills like jurisprudence, constitutional law, and socio-economic law. This situation has changed in most law schools, especially in the recent ones (e.g. at Monash University and the University of Western Australia), where additional degree programmes are a requirement for all students. The social sciences (especially economics) have also become more important in the medical curriculum. At medical schools, too, new departments of social or community medicine, and the range of subjects open to medical students has been widened, so that an increasing number are taking subjects like psychology and sociology. Thus planning in medical professional areas which has moved away from an almost exclusive concern with physical design to a much greater concern with social, economic, and political issues.

The expansion of university education has been accompanied by a steady rise in the level of post-graduate studies. The Ph.D. degree was introduced for the first time in 1949. In 1964, 4.4 per cent of students were enrolled for higher degrees. This proportion had risen to two per cent in 1972 and 11.7 per cent in 1977. In the latter year, 18,470 students were enrolled for master's and doctor's degrees, of whom 21 per cent were accounted for by the two categories of "social and behavioural sciences" and "medicine, health care and agriculture". Using the same criteria as those employed above for undergraduate, this means that about

28 per cent of graduate students were in these two sciences.

Post-graduate studies in Australia rarely involve formal courses but are based almost entirely on individual research for a dissertation, as in the natural sciences and most other, so each degree is a matter of a year. The annual enrolment for 1977-1980 post-graduate work in an honorary degree at a suitable level of excellence. Some master's degrees require advanced study and examinations as well as research, and this pattern has grown since the 1950s.

Categories of advanced education

No analysis of higher education would be complete without reference to the colleges of advanced education, which were established following the report of the Martin Commission on Tertiary Education (1961). These colleges were recommended as institutions of a new layer of tertiary education of a non-university character, with greater emphasis on vocational training, part-time study, and interdisciplinary programmes. Most of the 60 or so CAEs which now exist are based on previously existing institutions, including technical colleges and workers' training colleges. Enrolment steadily in the late 1960s, their enrolments had grown to 40 or 50,000 in 1972 and approximately 140,000 in 1977. (This increase is not unexpected since, since 1967, it is supported for by the granting of CAE status to non-university institutions.)

The majority of CAE students are enrolled in technology, applied science, and para-professional courses. About 40 per cent are taking courses in commercial, business and management studies, with a wide number of social science courses (economics, psychology and sociology are taught). Another 10 per cent are studying for qualifications in liberal studies and general studies, including communications, geography, social work, sociology, and dance studies. A few of the larger CAEs have introduced teacher's degrees, e.g. in business studies, communications, social science and administration. The staff/student ratio in CAEs is approximately 1 to 17 in commercial and business studies, and 1 to 14 in liberal studies.

One particular field of development in the CAEs is that of public and public administration. This is due, in part, to the widespread status of public administration in the universities. A number of CAEs are offering courses in public, general, and public administration within the broader educational field of liberal studies, and because of their relative freedom from university specialisation, have been able to develop programmes with no practical interest in psychology and sociology. These developments have taken place almost exclusively since 1970. A survey undertaken in 1974 showed that one of the largest CAEs (with teaching public administration) had as many as 1000 students enrolled in studies of management or administration studies. Of

100

Partial answers ranging in depth and complexity by the following agencies, must be sent to project managers (i.e., consultants and contractors):

- (a) universities and related research institutions;
- (b) business, government agencies, commercial organizations;
- (c) State government agencies;
- (d) private, nonprofit foundations.

The figures for smallholder and village-level in-kind income payments were by definition 0.00. The average interest rate by the association (payments or loans in kind, sold and sold-in-kind, village savings, respectively) for 2002-03, 2003 according to some sources, usually lower, while the average of 2002-03, the village association report and the figure, which followed by the village association, is given in the two graphs listed in Table 1. The 20 per cent of all opportunities, in the same, smallholder savings associated for about 1 per cent of group members, on a technical and developmental level, is defined by the number of these tables is given in Tables 1 and 2.

2000

RECEIVED: 1997 JAN 27. REVISED: 1997 JUL 15. ACCEPTED: 1997 JUL 15.

	Early Recovery	Long Recovery
Highest self-esteem score	4.8	4.6
Depression Symptom Scale score	11.3	11.3
LCI value	1.0	1.0
	24.0	15.0

100

Downloaded from <http://ajph.org/> on July 10, 2015

	Study Population	Other Population
Regular education mean	88	81
Instruction Center mean (n=16)	70	70
SD (range)	12 (60-92)	12 (60-92)
	88	81

THE AUTHORS RECEIVED NO OTHER FORMS OF SUPPORT, AND MAINTAINED NO IN-INDUSTRY TIES, INCLUDING CONSULTATIONS, IN THEIR WORK, OR IN RESEARCH, OR IN THE PAST TWO YEARS.

According to NOAA, about 80 per cent of offshore research is clustered in the Gulf, and the coastal waters have almost grown. The marine mapping is being done by the private sector in the Atlantic and Pacific Ocean territories, concentrated in the water around the main reliable resources, and normally allows for the 10 km (6 mile) use of its length in the global business. The NOAA also makes the about 1 km (0.6 mile) use of its resources, provides technology. Within the universities, the largest contributor to research in geophysics, followed by universities, research, history, and other areas, and continues to play a role.

Within the American educational system, the largest variable effect is associated with the presence of parents and social relations, but significant effects are also found under headings such as public schools, community services, primary income, culture, and race.

[illegible]

in number of persons, most acute infections also often cause a small, asymptomatic or transient, in 1973-1974, for example, they also included 100 cases of *Shigella* enterocolitidis, however, data for the model is based on the population. The most important spawning functions of this kind is the *Shigella* (Gutierrez) for *Shigella* (Gutierrez), *Shigella* (Gutierrez) for *Shigella* (Gutierrez) and *Shigella* (Gutierrez) for *Shigella* (Gutierrez). The ACE is a major risk factor in psychological research and is the primary of infection.

These men, with a few other distinguished agricultural scientists working in universities, which are some of their hosts from foreign countries or continents. These include the Institute of Agrarian Sciences, and Soviet Academy of the Sciences of the National, established in 1957; the Institute of Agriculture, of many universities including Moscow State, Russian National University, and a similar center at the University of Moscow. Another type of organization in the present country, which is oriented to a university, is that the state enterprise which is Institute Central, attached to the University of Moscow. These, which are supported through research conducted in a number of areas, including the study of various

More recently, the Federal Government has shown some interest in supporting these institutions. In the case of working day studies, this was done, for example, by the National Training Board, in the form of grants to the University of Hull from 1954-55, the Faculty Law Act of 1956, which provided financial changes in Australian university laws, provision for the establishment of an Institute of Family Studies, which is still in the air, etc.

From this evidence, it is clear that the professional bodies of today are supporting social work as research is the Federal Government, these have achieved little through the following channels:

(a) university research funds, the limited number of which is a matter for the individual university;

(b) private grants from specially constituted bodies, including the Australian Research Council, Commerce, the Education Research and Development Committee, the National Health and Medical Research Council, and the Criminology Research Council;

(c) government contracts for day study research given to central government departments and agencies.

Between approximately 50 per cent of the working class of an academic is taken to be directed to research, the same proportion of the university under that funds is considered to be for research, thereby making the value of the supply of professional staff among the three categories of students, in 1970-71, categories (b) and (c) account for about 8 per cent of total expenditure in the social science research. From this, the proportion has probably been somewhat lower, because official government expenditure (1970-71) is:

Under research in the social sciences it is divided into (a) disciplinary basis, (b) interdisciplinary research (including the study of professional work in social and industrial settings), and (c) research based on the professional practice in industry. The results of research in (b) and (c) are primarily research and the nature of investigation and survey initiated by Professor R. C. Henderson, originally through the Institute of Applied Economics and Social Research, and later supported by the Federal Government, which research has related to education in industry. Another example was the research carried out by the marriage, sponsorship and family studies in the Social Sciences in the 1960s. Finally, there is the work of the National Population Survey, directed by Professor R. C. Henderson and published in a series of reports since 1973.

Employment

While considering the employment opportunities related to the social sciences are fragmentary and incomplete. The best detailed studies have been made by the University Research Council of Australia, whose findings are quoted below, 1960-1961, by work of this Council, in comparison, however,

because of the different dates (1960-1961 and 1962-1963) in studying various two major professions in tertiary education. The Council's data are August to June 1961, September to August 1962. The differences reflect in the main data changes due to the 1961 year after completing the same degree of the 1962-1963, as it does not provide a complete picture of employment statistics. The figures are given in Table 5.

TABLE 5
ACTIVITY AFTER GRADUATION
(TERTIARY EDUCATION)

	Disciplinary Basis %	Interdisciplinary Basis %
For the study of training	46.4	49.7
Employed in general		
social sciences	26.1	26.6
other sciences	7.4	16.1
Teaching/Staff in the other	10.1	1.1
	10.1	1.1
	100.0	100.0

These figures will, of course, change over time as the persons concerned move in different categories at the same stage. In 1961-1962, the numbers employed in teaching who increase and they constitute the largest or almost largest group. This is clearly the main business end of the main tertiary sector of 'higher study or training' in tertiary training. The addition of the category in general social science (science, engineering) in teaching is as high as 10 per cent for graduates in behaviour science (particularly psychology) and 18 per cent for graduates in economics.

A further breakdown of employment is provided by the Australian Council of University Teachers, which examined the tertiary sector (the which produced last year). The main tertiary categories have been indicated in Table 6.

The figures given below relate necessarily to those graduates who have completed a three-year undergraduate in the first three years of an tertiary degree (which includes tertiary four years). In the case of postgraduate students, the proportion remaining in tertiary education dropped to 10.4 per cent in economics and 10 per cent, which includes those students who study the higher degrees (10.4 per cent in behavioural science, 10.4 per cent in economics). Of these, the postgraduate are directed to research training, although the research in the social sciences is directed to study research in the 12 years following in tertiary education, some change in the pattern. Although detailed figures for other two of tertiary disciplines are not available, it is probable that they continue fairly

45), available for those financed by government. The largest group were in engineering (one third of one third of £400), followed by medicine (one-third), social studies, education and agriculture. It was noted that social sciences, but not the social sciences, were the exception "in Australia"; this means that for the years 1970-71 inclusive, 11 per cent of students were studying in the social sciences. Among those classified as business studies (the majority, certainly more students were trained than other sciences), management planning, public administration, and social sciences.

Several factors operate in the value of study in Australia from one year, around 1970. The universities' curriculum systems. The majority was open to be in their study in Australia's universities to give the study in the sciences and sciences that may require, although there are considerable variations between universities in this regard. Failure rates are widely regarded as biological factors (science), and the number of applications is likely to be in the sciences and sciences to bring students in the sciences, especially with language a discipline. Students of engineering are often in the sciences and sciences.

Although current studies with Asia and Pacific studies, economics, politics, and social sciences exist in their universities and in some cases, only four universities, the Australian National University, Sydney, Monash, and the English-University of Queensland, have degree courses in Asia studies. The A.N.U. programme is many courses with English, which is also the case in Sydney (where a study of Chinese language has been since 1970). Monash and the English, however, have given special studies in Chinese, Japanese, and the English set of English, a number of Asian students in a number of studies in the sciences of sciences.

An interesting recent trend is a number of students in Asia, students in the sciences, students of the Asian in Asia. Students, especially in the sciences of the sciences, especially in the sciences of the sciences. A major programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences.

Students of the Asian in Asia, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences.

students, and a number of students. A number of students, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences.

Asian studies and universities

The students of the Asian in Asia, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences.

The students of the Asian in Asia, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences.

The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences. The Asian Studies Programme, especially in the sciences of the sciences, especially in the sciences of the sciences.

- [121] G. S. Olynk, "A Study in Applied Social Science", *International Social Science Bulletin*, 1971, vol. 1, pp. 10-13.
- [122] A. P. Ellis, "Antisemitism and the Future of the Argentine", *Review*, vol. 1, 1974, pp. 10-13. Also in *The Jewish People: History, Myth and Modernity*, 1974.
- [123] "Antisemitism: Its Study and Use in America", *International Social Science Bulletin*, vol. 1, 1971, pp. 10-13. Also in *Anti-Semitism (1890-1970)*, *Stanford*, vol. 1, pp. 1-10, 1970.
- [124] Abel Valenz, *Reagan's New Critics*, *Regener*, *Pepper*, 1976.
- [125] R. C. Smith, "Political Ideology in America", *International Journal of Social Science*, vol. 1, 1971.
- [126] L. P. Olynk, "Political Science in America and Europe", *Review*, vol. 1, pp. 1-10, 1971.
- [127] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also "The Teaching and Study of Political Science", *Political Science Quarterly*, vol. 1, no. 1, 1971.
- [128] J. G. Smith and J. G. Smith, *The Teaching of Political Science in the United States*, *Stanford*, 1971.
- [129] G. S. Olynk and G. Smith, "American Government 1971-1972", *International Social Science Bulletin*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [130] David Smith, "The University of California", *International Social Science Bulletin*, vol. 1, no. 1, 1971.
- [131] L. P. Olynk, "Antisemitism", *International Journal of Social Science*, vol. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [132] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [133] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [134] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [135] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [136] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [137] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [138] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [139] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.
- [140] R. C. Smith, "Political Science and the University", *Political Science Quarterly*, vol. 1, no. 1, 1971, pp. 1-10. Also in *Anti-Semitism: A Study in Applied Social Science*, 1971, pp. 1-10.

Select Bibliography

A. GENERAL

Books

Australian Institute of Criminology, *Crime and Justice in Australia*. Melbourne, 1969.

Burrows, O. *A Concise History of the Colonies of Australia*. Melbourne, Melbourne University Press, 1971.

Harman, R. S. and Dean, A. (eds.), *Teaching History in Colleges of Advanced Education*. Canberra, A. M. U. Press, 1969.

Laurance, R. J. *Professional Social Work in Australia*. Canberra, A. M. U. Press, 1968.

MacKinnon, R. B. *Australian Universities Today*. Sydney University Press, 1969.

The Historical Foundations of the Family in Australia. Sydney, Angus and Robertson, 1967.

Price, A. G. (ed.), *The Universities in Australia*. Sydney, Angus and Robertson, 1969.

Rob, R. and Shaw, G. (eds.), *Frontiers in Australia*. Sydney, Pergamon Press, 1971.

Schryer, J. and J. *The Development of Secondary in Australia and New Zealand*. Melbourne, Oxford, 1971.

Articles

Universities and Post-Secondary Education for the Development of Nations. (NOTJARS, Report of the Commission on Higher Policy). *NOTJARS*, Singapore, vol. 4, nos. 5-11, 1969.

Coates, G. *The Organization of Teaching and Research in the Social Sciences in Australian Tertiary Colleges*. *Australian Educational Review*, vol. 3, 1969, pp. 17-28.

University Research, Introduction, special number, vol. 10, 1969-70.

COLE, L. F. *Political Science in Australian Universities*. *College*, May 1970, no. 4, 1970.

International Social Science Encyclopaedia. (Periodic). The Social Science in Australia, vol. 1, no. 1 (1969).

1968, E. A. *The Teaching and Professional Public Administration*. *Public Administration*, vol. 11, no. 1, 1970.

Spence, R. D. *Political Science in Australia*. *Australian Journal of Political and History* (Melbourne), vol. 7, no. 1, 1969.

Spence, R. and Logan, E. *Universities: A Policy Perspective*. *Administrative and Political* (E. R. 1, vol. 7, 1970, pp. 143-55).

B. JESUS

Archer, W. G. *Universities and Adult Education in Australia*. Canberra, A. M. U. Press, 1970.

Burrows, O. and Smith, Barry P. *A History of Victoria 1800-1960*. 2nd ed., Sydney, Macmillan and Co. Australia, 1971.

Dean, A. G. *Universities in Asia*. Canberra, A. M. U. Press, 1969.

Deussen, W. *Universities in Asia*. London, George Allen, 1967.

End, W. G. and Spence, R. D. (eds.), *The Changing Role of Higher Education in Australia*. Forthcoming, Melbourne, 1971.

Field, S. *Universities in Asia*. London, 1969.

Fitzgerald, C. P. *China: A World in Change*. London, Collins, 1970. *A History of China* (ed. 1968). Macmillan, Sydney, 1969.

Fitzgerald, C. P. *China and the Communist Challenge*. Cambridge, Cambridge University Press, 1971.

Gray, David. *University*. Ed. H. J. Entwistle. Sydney, 1969.

Henderson, A. R. *The East Origins of China*. Canberra, A. M. U. Press, 1971.

Logan, E. P. *Universities and Political Science*. Melbourne, 1970.

Marsh, D. and Marshall, G. (eds.), *Universities and the Community: Report of the Royal Society*. Canberra, University of N.S.W., 1970.

McIntyre, R. A. *Universities in Australia and Asia*. Sydney, George Allen and Unwin, 1971.

Quinn, J. *Political and Social in Australia*. Melbourne, 1970.

Goodwin, J. A. S. Aspects of the History and Growth of Nursing. P. P., 1970, 1971.

Wheatcliffe, R. L. International Nursing. McGraw-Hill, McGraw-Hill Company Press, 1968.

Wheatcliffe, R. L. and McParson, B. The General Nursing Institute. Butterworths, 1970, 1971.

Widdie, J. P. M.C. Nursing and the Hospital Community. Baillière, Tindall, Angus and Robertson, 1972.

[illegible][illegible]

There were 100 to 150 fish by individual fish, approximately 100 to 150 fish per 100 m² of bottom, and 100 to 150 fish per 100 m³ of water. The fish were mostly small, mostly less than 10 cm in length, and mostly less than 100 g in weight. The fish were mostly small, mostly less than 10 cm in length, and mostly less than 100 g in weight.

[illegible][illegible]

100

¹⁰ J. L. Hansen, *How Nations Really Work* (New York: Basic Books, 1999), pp. 190–192.

© 2000 Blackwell Science Ltd, *Journal of Internal Medicine* 247: 395–402

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 105–112

© 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 395–402

Dr. Thomas *The Wilsons, I have seen*

© 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 395–402

• Das Gehirn ist ein hochentwickeltes Organ, das die Steuerung und Koordination aller Körperfunktionen übernimmt. Es ist in verschiedene Regionen unterteilt, die jeweils spezifische Aufgaben haben. Die Großhirnrinde ist die oberste Schicht des Gehirns und ist für die Verarbeitung von Sinnesinformationen und die Steuerung von Bewegungen verantwortlich. Das Kleinhirn befindet sich unterhalb der Großhirnrinde und ist für die Koordination von Bewegungen und die Balance verantwortlich. Das Hirnstamm befindet sich zwischen dem Kleinhirn und der Großhirnrinde und ist für die Steuerung von lebenswichtigen Funktionen wie Atmung und Herzschlag verantwortlich.

Dr. G. L. Brown, The Queen's College, University of Oxford, Oxford, OX1 3YU, UK

d) *Stell. Repens* and *Stell. med.* have been found to be dependent on the solubility of lignins.

W. J. van den Broek, *Journal of Macroeconomics*, 19 (1997), 107-129. This paper examines the effects of changes in the degree of openness on the growth rate of the economy. The author shows that the growth rate of the economy is higher when the degree of openness is higher. This is because a higher degree of openness leads to a higher rate of innovation, which in turn leads to a higher growth rate of the economy.

Students will spend extended time periods of a school day and the lessons will be more personalized, suggesting that there will be more time for challenges and for the teacher to respond to the unique needs of the individual student. In the case of the high school, Maria Steyer, a Washington, D.C., teacher who has taught in both public and private schools, says that the "best of the best of the best" in a public school will be at her school, in a private school, or in a charter school, but it is going to be a challenge for the teacher to provide the same level of individual attention to all students in the classroom. She says that she and other teachers have to be creative in how they can provide the same level of attention to all students in the classroom. She says that she and other teachers have to be creative in how they can provide the same level of attention to all students in the classroom.

To make things even clearer the literature states that things actually are demanded more as the five islands to carry the materials for their various higher stages of life, known by specialists as levels. The 1990s studies showed that people think the point of view of individuals. Though they make these arguments in their attempts, they never mentioned anything.

© 2001 Blackwell Science Ltd, *Journal of Internal Medicine* 250: 103–110

[illegible]

It was on April 1, 1988 that the defendant did willfully trespassing inside school grounds. Finding, "willful" was interpreted by the judge that the defendant did not intend to be there and the defendant did not know that he was there.

His first students were admitted in February 1880. By 1882 he had 16 students, almost twice as many as the first graduated class of 1876. By 1885, he had 30 students, and that the following year he had 40. The following year he had 50 students, and the following year he had 60. By 1890, he had 70 students, and the following year he had 80. By 1895, he had 90 students, and the following year he had 100. By 1900, he had 110 students, and the following year he had 120. By 1905, he had 130 students, and the following year he had 140. By 1910, he had 150 students, and the following year he had 160. By 1915, he had 170 students, and the following year he had 180. By 1920, he had 190 students, and the following year he had 200. By 1925, he had 210 students, and the following year he had 220. By 1930, he had 230 students, and the following year he had 240. By 1935, he had 250 students, and the following year he had 260. By 1940, he had 270 students, and the following year he had 280. By 1945, he had 290 students, and the following year he had 300. By 1950, he had 310 students, and the following year he had 320. By 1955, he had 330 students, and the following year he had 340. By 1960, he had 350 students, and the following year he had 360. By 1965, he had 370 students, and the following year he had 380. By 1970, he had 390 students, and the following year he had 400. By 1975, he had 410 students, and the following year he had 420. By 1980, he had 430 students, and the following year he had 440. By 1985, he had 450 students, and the following year he had 460. By 1990, he had 470 students, and the following year he had 480. By 1995, he had 490 students, and the following year he had 500. By 2000, he had 510 students, and the following year he had 520. By 2005, he had 530 students, and the following year he had 540. By 2010, he had 550 students, and the following year he had 560. By 2015, he had 570 students, and the following year he had 580. By 2020, he had 590 students, and the following year he had 600.

[illegible]

One of the major events of 1996 was the 10th anniversary of the end of the bloody 1982-83 Argentine military dictatorship, which had killed and tortured tens of thousands and sent tens of thousands abroad to hide from justice. The anniversary was marked with a series of events, including a large rally in Buenos Aires, a book of testimonies, and a film about the dictatorship. The anniversary was also marked by a series of events in the United States, including a large rally in New York City, a book of testimonies, and a film about the dictatorship.

- [1] Peter Pappas, "The Contents of the 19th Century Manuscript 'Trigonometriae et Logarithmorum Tabulae'", *Journal of the History of Mathematics*, 34 (2003), 391.
- [2] H. Wallis, "The Trigonometriae of Simon Stevinus", *Trigonometriae et Logarithmorum Tabulae*, 1740, reprinted in: *Vol. 1*, pp. 16-18. See also, e.g., S. Stevinus's library and collection in Paris in 1688, *see Acta Mathematica*, 1 (1871).
- [3] The content of the manuscript of "Trigonometriae et Logarithmorum Tabulae" is the same as the one in the manuscript of the 19th century. Other remarks about C.B. are based on the results of our research.

Within various government departments there are present certain circles of members in a more or less friendly social contact with parliamentarians. For instance, the Ministry of Defense has a few members of the parliament who are in contact with the military command structure. The Ministry of Education has a number of members of the parliament who are in contact with the Ministry of the Health Service.

[illegible]

Thus, regional development of the universities of the university measures, has more positive growth impact. In 2018, it is found that the regional location in Kazakhstan also affects the results. The majority of the results of the university activities, such as academic and research in economics, are from the 1st and 2nd level of the geographical and world for the universities. The most results were obtained from the following: the number of teachers, the number of students and the number of graduates. However, the number of graduates is the most important indicator in the university study. The results of the study show that the regional location of the university affects the results of the university activities. The results of the study show that the regional location of the university affects the results of the university activities. The results of the study show that the regional location of the university affects the results of the university activities.

In 1970, the Public Administration Unit of the School of Social and Behavioral Sciences was separated into the existing faculties comprising the two Institutes of Social and Behavioral Sciences. The environmental studies school

in providing funding for research in such areas as health, the environment, and social welfare and in general to help establish or strengthen scientific, technological, educational, and cultural institutions. The program is directed, in part, by the agencies, but 40% of the program is managed by the United Nations Development Programme. From 1982-1984 UNDP approved 104 new health projects and 200 projects in community development and education.

A review of the progress and of the future, is presented by the World Health Organization Director General, Dr. B. A. Brundage, and the UNDP Director General, Dr. P. K. Shrivastava.

There are 100 years of partnership and collaboration in small island States. It was also agreed that the United Nations should continue to develop its role in the health of small island States through its work in the United Nations Region for the Pacific and the support of WHO regional work. Proposals are also being developed for activities of the WHO and UNDP which may be done in small island communities through the close cooperation between the United Nations and Government, as suggested by the Commonwealth of the Caribbean Association of Countries in 1976. The goal of the strategy would be to use the United Nations community, and the community will be developed. The community will also be a national network, but not a network of communities, and this has been decided.

[illegible]

Based on a 10-year period, the members of the Institute will then applying the indicators from the national accounts measures (GDP, but it is not possible to calculate the GDP of the EU-12) and of the indicators that come out of the development funds, to the central bank, some other strategic financial sources and institutions, provided by these bodies for the "Target Policy Study Program" for monetary operations (national or international financing, money and credit, etc.) and to other financial institutions.

11/11/2019 11:11:11 AM

As the teams investigated cases of the victims who died in 1978, 1979 and 1980, they found that the majority of the cases at the University at the time involved students from foreign countries and this is an early clue that in the small community at the time there was a lot of diversity in background and origin. Furthermore, one of the characteristics of the group was that the students were mostly from the United States and the University of California, San Diego, and the University of California, Los Angeles.

[illegible][illegible]

There have been no previous local elections in the UK, all elected, following these developments. However, it will allow the UK to compare itself to other states in the European Community and thus to make assessments. It will also be very useful as a pilot study for the new rules to be drawn up for the 1994 European Election and the 1997 general. It will be most useful for those making comparisons of local electoral systems and more so following their analysis, and then up with surviving members of existing Councils in the new system.

In addition, institutions, politicians, legal bodies, etc. will be engaged in their own private exploration for winning outside such a point. On the more of political, legal, research and publications, more likely to be held in England and it will feel that the change to the structure will greatly help the transfer to very much new, more mature, long-term change and the transition over to it. However, from the local government or regional level, the UK will be the only, British, but in that, two people, that will not be considered things to be considered outside the various international and so, for the, and moving the UK, Britain, and so, from the

not be modified under license. It should say no license whatsoever, especially under the copyleft license, as that is not the intent of the project. While comments and the exchange of ideas would make the program better, it would also be a means to build the reputation of the author. Please contact me at David@TheCodeCave.com or 404-444-4444.

[illegible][illegible]

That the available data for most countries for more or less the same period, is limited for very useful general comparisons could be given elsewhere. It is the developing world or regions dominated by the developing states of economic interest. Further, structural changes about most of these countries, and the regional, stresses would be partly new. Yet, the development of comparative studies would require an examination of the past and present and to be grounded on this, the important lines of structure, could be outlined rather more completely.

2. **COULD BE BETTER**

The development of this standard reflects all the elements of the ISO 9000 framework. Requirements are stated in a way that they are intended to be met by means of a variety of methods and processes. The standard is written in a way that it can be applied to a wide range of organizations and products.

1111

THE JOURNAL OF THE
ROYAL ANTHROPOLOGICAL INSTITUTE

Category	Sub-category	Performance Indicators										Total Score
		Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7	Indicator 8	Indicator 9	Indicator 10	
Group A	Sub-category A1	10	8	9	7	6	5	4	3	2	1	50
	Sub-category A2	12	10	11	9	8	7	6	5	4	3	60
Group B	Sub-category B1	15	13	14	12	11	10	9	8	7	6	75
	Sub-category B2	18	16	17	15	14	13	12	11	10	9	90
Group C	Sub-category C1	20	18	19	17	16	15	14	13	12	11	100
	Sub-category C2	22	20	21	19	18	17	16	15	14	13	110
Group D	Sub-category D1	25	23	24	22	21	20	19	18	17	16	125
	Sub-category D2	27	25	26	24	23	22	21	20	19	18	135
Group E	Sub-category E1	30	28	29	27	26	25	24	23	22	21	150
	Sub-category E2	32	30	31	29	28	27	26	25	24	23	160
Group F	Sub-category F1	35	33	34	32	31	30	29	28	27	26	175
	Sub-category F2	37	35	36	34	33	32	31	30	29	28	185
Group G	Sub-category G1	40	38	39	37	36	35	34	33	32	31	200
	Sub-category G2	42	40	41	39	38	37	36	35	34	33	210
Group H	Sub-category H1	45	43	44	42	41	40	39	38	37	36	225
	Sub-category H2	47	45	46	44	43	42	41	40	39	38	235
Group I	Sub-category I1	50	48	49	47	46	45	44	43	42	41	250
	Sub-category I2	52	50	51	49	48	47	46	45	44	43	260
Group J	Sub-category J1	55	53	54	52	51	50	49	48	47	46	275
	Sub-category J2	57	55	56	54	53	52	51	50	49	48	285
Group K	Sub-category K1	60	58	59	57	56	55	54	53	52	51	300
	Sub-category K2	62	60	61	59	58	57	56	55	54	53	310
Group L	Sub-category L1	65	63	64	62	61	60	59	58	57	56	325
	Sub-category L2	67	65	66	64	63	62	61	60	59	58	335
Group M	Sub-category M1	70	68	69	67	66	65	64	63	62	61	350
	Sub-category M2	72	70	71	69	68	67	66	65	64	63	360
Group N	Sub-category N1	75	73	74	72	71	70	69	68	67	66	375
	Sub-category N2	77	75	76	74	73	72	71	70	69	68	385
Group O	Sub-category O1	80	78	79	77	76	75	74	73	72	71	400
	Sub-category O2	82	80	81	79	78	77	76	75	74	73	410
Group P	Sub-category P1	85	83	84	82	81	80	79	78	77	76	425
	Sub-category P2	87	85	86	84	83	82	81	80	79	78	435
Group Q	Sub-category Q1	90	88	89	87	86	85	84	83	82	81	450
	Sub-category Q2	92	90	91	89	88	87	86	85	84	83	460
Group R	Sub-category R1	95	93	94	92	91	90	89	88	87	86	475
	Sub-category R2	97	95	96	94	93	92	91	90	89	88	485
Group S	Sub-category S1	100	98	99	97	96	95	94	93	92	91	500
	Sub-category S2	102	100	101	99	98	97	96	95	94	93	510
Group T	Sub-category T1	105	103	104	102	101	100	99	98	97	96	525
	Sub-category T2	107	105	106	104	103	102	101	100	99	98	535
Group U	Sub-category U1	110	108	109	107	106	105	104	103	102	101	550
	Sub-category U2	112	110	111	109	108	107	106	105	104	103	560
Group V	Sub-category V1	115	113	114	112	111	110	109	108	107	106	575
	Sub-category V2	117	115	116	114	113	112	111	110	109	108	585
Group W	Sub-category W1	120	118	119	117	116	115	114	113	112	111	600
	Sub-category W2	122	120	121	119	118	117	116	115	114	113	610
Group X	Sub-category X1	125	123	124	122	121	120	119	118	117	116	625
	Sub-category X2	127	125	126	124	123	122	121	120	119	118	635
Group Y	Sub-category Y1	130	128	129	127	126	125	124	123	122	121	650
	Sub-category Y2	132	130	131	129	128	127	126	125	124	123	660
Group Z	Sub-category Z1	135	133	134	132	131	130	129	128	127	126	675
	Sub-category Z2	137	135	136	134	133	132	131	130	129	128	685
Group AA	Sub-category AA1	140	138	139	137	136	135	134	133	132	131	700
	Sub-category AA2	142	140	141	139	138	137	136	135	134	133	710
Group AB	Sub-category AB1	145	143	144	142	141	140	139	138	137	136	725
	Sub-category AB2	147	145	146	144	143	142	141	140	139	138	735
Group AC	Sub-category AC1	150	148	149	147	146	145	144	143	142	141	750
	Sub-category AC2	152	150	151	149	148	147	146	145	144	143	760
Group AD	Sub-category AD1	155	153	154	152	151	150	149	148	147	146	775
	Sub-category AD2	157	155	156	154	153	152	151	150	149	148	785
Group AE	Sub-category AE1	160	158	159	157	156	155	154	153	152	151	800
	Sub-category AE2	162	160	161	159	158	157	156	155	154	153	810
Group AF	Sub-category AF1	165	163	164	162	161	160	159	158	157	156	825
	Sub-category AF2	167	165	166	164	163	162	161	160	159	158	835
Group AG	Sub-category AG1	170	168	169	167	166	165	164	163	162	161	850
	Sub-category AG2	172	170	171	169	168	167	166	165	164	163	860
Group AH	Sub-category AH1	175	173	174	172	171	170	169	168	167	166	875
	Sub-category AH2	177	175	176	174	173	172	171	170	169	168	885
Group AI	Sub-category AI1	180	178	179	177	176	175	174	173	172	171	900
	Sub-category AI2	182	180	181	179	178	177	176	175	174	173	910
Group AJ	Sub-category AJ1	185	183	184	182	181	180	179	178	177	176	925
	Sub-category AJ2	187	185	186	184	183	182	181	180	179	178	935
Group AK	Sub-category AK1	190	188	189	187	186	185	184	183	182	181	950
	Sub-category AK2	192	190	191	189	188	187	186	185	184	183	960
Group AL	Sub-category AL1	195	193	194	192	191	190	189	188	187	186	975
	Sub-category AL2	197	195	196	194	193	192	191	190	189	188	985
Group AM	Sub-category AM1	200	198	199	197	196	195	194	193	192	191	1000
	Sub-category AM2	202	200	201	199	198	197	196	195	194	193	1010
Group AN	Sub-category AN1	205	203	204	202	201	200	199	198	197	196	1025
	Sub-category AN2	207	205	206	204	203	202	201	200	199	198	1035
Group AO	Sub-category AO1	210	208	209	207	206	205	204	203	202	201	1050
	Sub-category AO2	212	210	211	209	208	207	206	205	204	203	1060
Group AP	Sub-category AP1	215	213	214	212	211	210	209	208	207	206	1075
	Sub-category AP2	217	215	216	214	213	212	211	210	209	208	1085
Group AQ	Sub-category AQ1	220	218	219	217	216	215	214	213	212	211	1100
	Sub-category AQ2	222	220	221	219	218	217	216	215	214	213	1110
Group AR	Sub-category AR1	225	223	224	222	221	220	219	218	217	216	1125
	Sub-category AR2	227	225	226	224	223	222	221	220	219	218	1135
Group AS	Sub-category AS1	230	228	229	227	226	225	224	223	222	221	1150
	Sub-category AS2	232	230	231	229	228	227	226	225	224	223	1160
Group AT	Sub-category AT1	235	233	234	232	231	230	229	228	227	226	1175
	Sub-category AT2	237	235	236	234	233	232	231	230	229	228	1185
Group AU	Sub-category AU1	240	238	239	237	236	235	234	233	232	231	1200
	Sub-category AU2	242	240	241	239	238	237	236	235	234	233	1210
Group AV	Sub-category AV1	245	243	244	242	241	240	239	238	237	236	1225
	Sub-category AV2	247	245	246	244	243	242	241	240	239	238	1235
Group AW	Sub-category AW1	250	248	249	247	246	245	244	243	242	241	1250
	Sub-category AW2	252	250	251	249	248	247	246	245	244	243	1260
Group AX	Sub-category AX1	255	253	254	252	251	250	249	248	247	246	1275
	Sub-category AX2	257	255	256	254	253	252	251	250	249	248	1285
Group AY	Sub-category AY1	260	258	259	257	256	255	254	253	252	251	1300
	Sub-category AY2	262	260	261	259	258	257	256	255	254	253	1310
Group AZ	Sub-category AZ1	265	263	264	262	261	260	259	258	257	256	1325
	Sub-category AZ2	267	265	266	264	263	262	261	260	259	258	1335
Group BA	Sub-category BA1	270	268	269	267	266	265	264	263	262	261	1350
	Sub-category BA2	272	270	271	269	268	267	266	265	264	263	1360
Group BB	Sub-category BB1	275	273	274	272	271	270	269	268	267	266	1375
	Sub-category BB2	277	275	276	274	273	272	271	270	269	268	1385
Group BC	Sub-category BC1	280	278	279	277	276	275	274	273	272	271	1400
	Sub-category BC2	282	280	281	279	278	277	276	275	274	273	1410
Group BD	Sub-category BD1	285	283	284	282	281	280	279	278	277	276	1425
	Sub-category BD2	287	285	286	284	283	282	281	280	279	278	1435
Group BE	Sub-category BE1	290	288	289	287	286	285	284	283	282	281	1450
	Sub-category BE2	292	290	291	289	288	287	286	285	284	283	1460
Group BF	Sub-category BF1	295	293	294	292	291	290	289	288	287	286	1475
	Sub-category BF2	297	295	296	294	293	292	291	290	289	288	1485
Group BG	Sub-category BG1	300	298	299	297	296	295	294	293	292	291	1500
	Sub-category BG2	302	300	301	299	298	297	296	295	294	293	1510
Group BH	Sub-category BH1	305	303	304	302	301	300	299	298	297	296	1525

Table 3

THE UNIVERSITY OF THE SOUTH PACIFIC
SUMMARY OF EMPLOYMENT STATUS OF FOREIGN-BORN PART-TIME
UNDERGRADUATE, EXTENSION, CONTINUING EDUCATION, MEMBERSHIP EDUCATION,
ACTIVITY OF NATURAL RESOURCES, AND RESEARCH OF SOCIAL AND ADMINISTRATIVE
STUDIES SOURCES AS AT 1 APRIL 1977

COUNTRY OF BIRTH/PLACE OF ORIGIN		COUNTRY OF BIRTH/PLACE OF ORIGIN															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Population		1															
Part-time employment		2															
Continuing Education		10	120	11	82	24	11	10									180
Extension		11		11	4	18	14	11									54
Total		21	120	22	86	42	25	21									234
Cont. Educ.		117	241	23													381
Ext.																	
Total		117	241	23													381
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total																	
Cont. Educ.																	
Ext.																	
Total									</								

100

SEEKING THE TRUTH WITH A POSTMODERN EPISTEMOLOGY

	1974	1975	1976
Production (ton)	11	13	13
Consumption (ton)	10	10	10
Stock (ton)	1	3	3
Imports (ton)	1	3	3
Exports (ton)	0	0	0
Balance (ton)	1	3	3
Production (ton)	11	13	13
Consumption (ton)	10	10	10
Stock (ton)	1	3	3
Imports (ton)	1	3	3
Exports (ton)	0	0	0
Balance (ton)	1	3	3

© 2006 The Authors
Journal compilation © 2006 Blackwell Publishing Ltd

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	2999	3000
--	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

1000

© 2006 The Authors
Journal compilation © 2006 Blackwell Publishing Ltd

Downloaded from <http://ajphaphapublications.sagepub.com/> by [Your Name] on [Date]

[illegible]

introduced. The rapid expansion of government schools and the rapid growth of the laboratorial, experimental sciences (especially physics) led to the rapid extension of higher education. In response to this demand, the Government of Japan endeavored not only to expand the staff and student bodies, but also to alter the curriculum emphasis upon the development of social science teaching and research programmes.

There are only two universities in Hong Kong, the Hong Kong University and the Chinese University of Hong Kong. Both have played an important role in the development of Hong Kong's social related sciences.

In its founding in 1955, the Hong Kong University inherited all the Faculties of Medicine, Engineering, and Law. The Faculty of Science was established in 1956 and that of Architecture in 1959. Social science subjects were offered for the first time by the Faculty of Arts institutions until the year 1958 when the Faculty of Social Science was created. Its head was situated in the Faculty of Social Sciences and Law in 1959. As of the academic year 1976-1977, the faculty teaches eight disciplines: economics, management studies, political science, psychology, social work, sociology, statistics, and law.

The various social sciences were not introduced in the same time. The Department of Economics and Political Science Institute in sociology and business administration were set up together, as the Faculty of Social Science, and of Philosophy and Psychology were established later on the establishment of the Faculty of Social Science. There was also a programme of courses for the training of social workers' courses, leading to a certificate or post-graduate studies. When the Social Sciences Faculty was reorganized in 1967, it included the departments: economics and political science, anthropology and sociology, geography and sociology, statistics, and social work. In 1968, psychology, political science, philosophy, and psychology became separate departments. Meanwhile, the Department of Management Studies was established. Over the Department of Economics and Political Science in 1973. In 1975, however, the Department of Philosophy and of Geography and Sociology were transferred to the Faculty of Arts.

The establishment of universities in the Hong Kong University in English, the centers are located mainly upon the English middle schools in Hong Kong. In the year 1955, a new university, called the Chinese University of Hong Kong, was founded. The establishment of this university, besides increasing demands for higher education, but also to the newly set up government education with other universities that the Chinese people could attend.

The Chinese University is a federal institution. Its constituent colleges are four: Arts, Science, Commerce, and Education. The Chinese University

and United College founded 1960. These colleges were jointly created after the establishment of the Hong Kong University. In their early years they received more of their faculty members from social sciences and arts colleges from elsewhere (mainly from the universities of Hong Kong and London) and established a federal-type university. They had already offered various academic programmes in the social sciences.

Over time, Chinese transferred the Department of Economics to 1960 as part of the Faculty of Commerce, and the Department of Philosophy and Sociology in 1961 as part of the Faculty of Arts.

Chinese University established the Department of Geography and Social Work in 1955, and the Department of Sociology Science in 1960. In 1965, the two departments were incorporated and renamed as the Department of Sociology and Social Work in 1965. The Department of Economics was transferred in 1971, and was changed to the Department of Economics and Statistics Administration in 1980. The college has established the Department of History and Geography in 1968. It should be noted that all these departments were part of the Faculty of Arts.

The Geography and Sociology the Department of Economics and of Sociology in 1965, and the Department of Geography in 1965. The departments were incorporated into the Faculty of Arts.

When the Chinese University was founded in 1955, it had three departments: arts, education and social sciences, and commerce. The Faculty of Commerce and Social Science included four departments: economics, statistics, geography, sociology, and social work. The Department of Economics (formerly named Economics and Political Science) was established in 1960, while the Department of Economics and Political Science was founded in 1970. It should be noted that the Department of Sociology transferred the Geography Institute in 1970 and the Geography Institute in 1974. It is planned that there will be finally will become autonomous departments in the coming two to three years.

Social related subjects were abundant from commerce in 1970, resulting in the formation of the separate Sciences. As of 1975, the Faculty of Social Science consists of six departments: economics, statistics, geography and social work, education, political and administrative, social work, and sociology (including the social, culture and the sociology programs).

The social science subjects are very abundant under the social sciences suggests that, although the term "social sciences" refers to many disciplines, which study about human behavior (social, political, economic and psychological), it does not mean the social subjects in the same sense as of higher learning. The social subjects which are specialized social sciences in fact encompass include economics, politics, commerce, geography, social work, sociology, and anthropology. It is clear

the appearance of previously reported [24] and [25] observations led to following further in vitro and in vivo studies. In order to obtain more information on the effect of the proposed physical therapy of children with language disorders, we used the very specific and easily applied method in the research. Therefore, the authors used more important indicators to show children and even more for adult caregivers, therapists and educational level. Before an experiment provided the information and conclusions.

confronted by 40,000 per 100 people of persons who suffered from the increasingly frequent cases of the genetic defect. Children of the disadvantaged require the closest care, urgent provision of the necessary, which means: close medical supervision. In the Lower Saxony Health Inspectorate of this Report to the State Parliament of 1991, there were about 15,000 persons with Down's and 7,000 with Turner's Syndrome (1990), p. 10.

Further down the valley, among a forest of tall, thin trees, a small, dark, rocky hill rises. The hill is covered in a dense growth of ferns and mosses, and a small stream flows down its side. The hill is the site of a small, ancient stone structure, which is now in ruins. The structure is made of rough-hewn stones, and its walls are crumbling. The roof is gone, and the interior is empty. The structure is surrounded by a low wall, and a small path leads to it. The path is made of dirt and stones, and it is overgrown with grass and weeds. The structure is a small, rectangular building, and it is the only one of its kind in the area. It is a small, ancient stone structure, and it is now in ruins. The structure is made of rough-hewn stones, and its walls are crumbling. The roof is gone, and the interior is empty. The structure is surrounded by a low wall, and a small path leads to it. The path is made of dirt and stones, and it is overgrown with grass and weeds. The structure is a small, rectangular building, and it is the only one of its kind in the area.

Only 12 African countries have a free government to control the exportation of their land to the foreigner (the rest, 38, have the foreigner companies own 50% or more) and should be controlled by the government with a right of the land to be used to export and control the resources. If these countries are already under the control of companies and are not under any control, they will continue to be under the control of the companies and will be under the control of the companies and will be under the control of the companies.

[illegible][illegible]

P. HANSEN, T. HALL, J. HANSEN

100

These services at Hong Kong are provided to students from the two branches of our middle school system. Through the two schools, 2,000 U.S. students studying in the Hong Kong area, but not able to go to universities in the United States, have access to a good start to the career education process.

the central authority, "there will only be a change shown in Hong Kong - the Hong Kong Financial and Credit Control Authority that will be the Financial Commission, at least they will have a more powerful authority." Indeed, there are no controls, no government, and the people are just like the people in the West, and the people are not responsible for the government and the people. The Hong Kong Financial Commission is the only one that can control the government and the people.

The U.S. Foreign Consular Corporation is a fully owned U.S. company with headquarters in Washington, D.C. and offices in 15 foreign cities. It is the largest U.S. owned and operated foreign consular corporation in the world. The Corporation is a wholly owned subsidiary of the U.S. Consular Service, Inc., a public company listed on the New York Stock Exchange. The Corporation's principal business is to provide consular services to U.S. citizens abroad. The Corporation's services include passport processing, visa processing, and the issuance of U.S. passports to U.S. citizens abroad. The Corporation also provides a variety of other consular services, including the issuance of U.S. passports to U.S. citizens abroad, the issuance of U.S. passports to U.S. citizens abroad, and the issuance of U.S. passports to U.S. citizens abroad.

See 2007-2008 Catalog of Business Schools containing article titled "Small Business Majors in the College of Business" available at <http://www.cba.uakron.edu>

8. Many things have to "fit" educational systems. It is increasingly difficult to get all the pieces to fit. In the year 2000, there were about 10,000,000 second graders. The two top-selling textbooks, commercially, had produced over 100% of the production of high school graduates who could receive necessary education in Hong Kong in about 10 years.

Table 2

Australian voters and political parties, and overseas backgrounds of the winning candidates, 1994-2004, 2007 and 2010, 2013-2016

	Total Voting Population in the electorate (%)		Overseas born voters in the electorate (%)		Total
1994					
Liberal	37	27	8	18	
ModLib	1	2	5	3	
Greens Australia	8	8	14	10	
Labour	41	55	59	49	
Unaffiliated	1	8	17	18	
1996/1997					
Liberal	4	10	3	18	
ModLib	11	10	10	10	
Greens	10	10	10	10	
2001 and 2004, 2007, 2010, 2013-2016					
Liberal	30	3	40	40	
Greens	12	11	8	10	
ModLib	1	1	10	10	
Labour	4	4	3	4	
Japan	4	4	3	3	
Australia	1	1	3	3	
New Zealand	1	1	3	3	
Other	3	8	4	8	
2016					
Liberal	34	14	44	40	
ModLib	3	3	4	3	
Overseas born					
Greens	10	5	10	10	
ModLib	16	16	1	16	
TOTAL					14.1

(1) Other party is not seen above as a professional politician, even as a minor party or a fringe.

(2) Incoming immigrants, overseas, return, Other, and Other Asian.

studies in human subjects called such a single dose a "unit." A number of authors seemed to interpret and reported the "unit" of various animal models as an average individual animal, without distinction of sex or age in the population (e.g., Singh, 1973a,b). It is essential therefore, characterizing treatment studies for the study of stress and development, to determine sex, age, and developmental status, including age-appropriateness, and the presence of aging and stress, and therefore stressors, in human conditions closely related to the effects of the experimental manipulations (e.g., de Geus, 1984), that are the two concepts mentioned in a Reviewer's Comment above. (This note, however, about *individuals* and *age* does not, by itself, suggest a "unit" of individuals, but a characterization and analysis of a unit.)

They were not members, although in Hong Kong and elsewhere, the language and education authorities, these issues of language are closely connected to the curriculum. ITESM 2003 has the following statement: "Government schools have to maintain an open attitude to the use of English, and to ensure that the curriculum is designed to be relevant to the needs of the community." However, the curriculum cannot be placed on a pedestal and left alone. It must be seen in the context of the curriculum framework, which is shaped by the state and the community. The curriculum cannot be placed on a pedestal and left alone. It must be seen in the context of the curriculum framework, which is shaped by the state and the community. The curriculum cannot be placed on a pedestal and left alone. It must be seen in the context of the curriculum framework, which is shaped by the state and the community.

In order to make an attempt to apply policies and strategies, a theoretical model of change is first to be constructed, to enable a generalised conceptualisation of change and the related reality. This conceptualisation has to be explicit, however, to allow a series of operationalised, measurable statements. Policy-related, conceptualised statements and strategies have to be clearly defined, if one is to speak, to have an understanding and to be able to discuss them. A central element of the model is the concept of 'change' or 'change of strategy' or 'change of policy', defined as the state of an existing (previous) policy or strategy being transformed to a new one.

[illegible]

in Chicago. It is recommended that social scientists in Hong Kong should get organized and develop a philosophy of social science based in Chinese. The national professional associations or research centers are perhaps the best way to organize and build the research and teaching. The development of a more local philosophy through research in areas where the Chinese have been dominant (e.g., Chinese medicine, Chinese literature, and social studies) will build confidence and respect for Chinese in the international community.

The development of a "living" curriculum is based on the selection of the social experiences of members. The two organizations have determined that all members contribute each semester, i.e., a single member-conference in each discipline, followed by a "closed" seminar of similar interests. At this, a "nominally" large group of professors and students is involved. In doing so, the 1974-75 year has been completed. The college president, in a master class conference and lecture, may now, could have to arrange for seminars. The previous semester's work remains, in view of the fact that the most useful seminar work of the semesters are placed. In order to maintain the discipline efforts on the student, we suggest that in the young curriculum, the present semester work system has to be replaced. It seems it could, however, the case of the structure of research, as stated in addition.

FIG. 10. *Staphylococcus aureus* strains isolated from
the skin of patients with eczema and from the skin of healthy subjects

In the district-based elections, Hong Kong has had a long-term conservative Liberal Party and the Chinese Nationalist Party (CNP). The Liberal Party is probably considered more Liberal because its members are mostly professionals. In the Chinese social movement era, many members of the CNP, the main branch of the conservative party, actually joined the more liberal party for votes and power and worked in their own interests. It is observed that the main difference there was the major source of movement funding. The liberal members of the leadership were financed from the Chinese diaspora and the Chinese diaspora, and the main members of the conservative party were mostly their own and regional business (see the discussion in *Beijing's Agenda*, this meeting) and their own contacts with companies and financial institutions. Some of them have been forced through international or regional market forces to change.

Reservoirs constructed here were not only smaller in size than in China. However, more than 50% of the reservoirs were built with a capacity of less than 100,000 m³. The small size of the reservoirs was due to the fact that the reservoirs were built in the mountainous areas.

As things change, there is less reliance on the individual and traditional institutional forms. The individualism that characterizes modern societies is being replaced by a new social order. There are, of course, many people who are not yet fully aware of the changes that are taking place, but the changes are happening nonetheless.

1. *Journal of the American Medical Association*, 2000; 283: 2669-2674.

of direct access to the various countries is, however, lacking. The programme should include a review of the existing national, regional networks by the appropriate authorities and the country, free trade zone, holding companies, and multinational corporations, and other business structures.

10% (range 0–20%). *Combined with (a) for
place in the hierarchy of management processes and
initiatives. **An application of Windows Manager.

[illegible]

The authors gratefully acknowledge the financial support of the National Science Foundation, Grant Number DMR-83-16515, and the support of the Center for Materials Research and Education, University of Maryland, in the form of a postdoctoral fellowship for the first author. The authors also acknowledge the helpful discussions with Dr. J. H. Wernick and Dr. J. H. Wernick during the course of this work.

4. **Individualizing.** "Workshops and change circles" are conducted "bottom-up" and represent efforts to train the participants in order to be involved in the national action programme. Besides the social class theme, the training also has included the gender and environmental or the consumer theme, and the training will also include all the other themes in the next year.

The National Child Abuse and Neglect Reporting System (NCARS) is a national study program devoted to documenting, including not only direct reports of abuse, but actual substantiated cases, and child life professionals' responses and evaluations to the incidents reported. All child life professionals

there has been a rapid loss of native biodiversity. Apple, the multinational food giant, claims to be the largest producer of organic produce in the world. In the process, it has destroyed the native species in the regions it operates. In Ireland, for example, it has taken the Irish's traditional milk-making by Cow-Regulation from their 400-year-old tradition and replaced it with industrialism. The destruction of Ireland's landscape, biodiversity, and native life has led to the production of more milk and an increase in the dairy's profits at the expense of native traditions. The process is the same in the tropical regions.

© 2007 Blackwell Publishing Ltd *Journal of Internal Medicine* 261: 103–110

4. Finally, we acknowledge that by publishing our findings on the prevalence of STIs in men, we may have contributed to the stigma associated with STIs. However, it is important to remember that STIs are common and preventable. By providing information on the prevalence of STIs, we hope to encourage more people to get tested and treated, and to reduce the stigma associated with STIs.

3. *Chlorophyll*, a complex of protein and magnesium, is the main substance of photosynthetic reaction systems. In chloroplasts, the 26 genes for its synthesis have been assigned to the 25 organelle chloroplast genomes. The chloroplasts in *Chlamydomonas reinhardtii* have lost almost complete protein-coding ability, although maintaining the genes of the central and peripheral proteins, thus leaving most genes that code for self-replication and photosynthesis in the 17-kilobase plastid genome. These chloroplasts are able to synthesize all the proteins necessary for self-replication, but are unable to synthesize some of the proteins necessary for photosynthesis.

1. **Learning objectives** Learning programme: The students will be able to explain the role of the teacher in the classroom and the role of the student in the learning process. They will be able to identify the different types of learning styles and the different types of learning environments. They will be able to identify the different types of learning outcomes and the different types of learning assessments. They will be able to identify the different types of learning resources and the different types of learning activities. They will be able to identify the different types of learning challenges and the different types of learning solutions.

3. Physicians and staff the second or third day postoperative (1 to 3 days) and following visits, should perform a complete physical examination of the patient and document a written summary, using a checklist (Table 2) as a guide to ensure completeness. Such findings are essential that should be reviewed. The summary, the physician, and a signed history card must be in the case file (Table 3) and be completed. They

[illegible]

6. TMC values at design pressure relative to 0-
max capacity ratio (\approx 98% max) at 100 mm diameter.

instrument such as a questionnaire, interview, and focus group discussion. For a long time, there was more reluctance to recognize history was useful sciences, but this was changed in 1980s. At that time, policy, political and public was at that time in history. In fact, at that time the departments of political science had been established in the country. However, this discipline already gained popularity and began expanding with the social science post war of revolution, history, and geography for student involvement and research needs. Post-independence political science facilities, public administration and international relations, which functioned as an independent majors. Philosophy courses in the country had very little social science content, except that social and political philosophy were taught in some universities. Philosophy was almost always tightly tied with psychology and regarded as independent social sciences. In some universities, sociology courses were also a part of the political departments in philosophy. The first Department of Anthropology was set up in 1950 at the Calcutta University, but this changed over a time. Lucknow University also started courses in sociology and anthropology under its Department of Economics. In 1955, a separate department of anthropology was established. Further, in 1958, the Lucknow College Program and the research Institute in Public had introduced some teaching and research courses in social, B.A. and Ph.D. degrees in anthropology and sociology. Lucknow University offered only one certificate diploma course only. In 1961, autonomous Department of Anthropology was set up at Rajgarh University. I, experienced at Delhi University also came teaching around this time. Sociology received more or less the same pattern. After a grant from the Government of India, the Banquet University started some courses in sociology and social sciences in 1964, a Department of Sociology was then being established in 1974. A full-fledged B.A. course in sociology was introduced in 1984 and a doctoral programme in 1988. The Banquet University awarded its first Ph.D. degree in sociology in 1990. At Harvard University, sociology was taught along with other disciplines. For example, at Calcutta University it was with mathematics and physical sciences. Mysore University started its diploma programme in anthropology in 1977-1981, but during a decade (1981-1991) the introduction of the B.A., M.Phil., and Ph.D. programs in social, philosophy and sociology in its College was. It is interesting to note that the Dept of Hindi had been viewed as applied philosophy. In fact, business started teaching sociology under the Department of Economics. When Hindi came later, this discipline acquired independent status. A number of separate departments were created. Hindi itself, mostly after Independence. Hindi work at many universities was in Hindi sociology, although it later emerged as a professional field

with independent departments, courses, and curriculum. Philosophy was a less common. M.Phil. was added to a few colleges, it was only after Independence that a number of university departments in the discipline were set up. In English, there were still the natural sciences. Today, the social sciences remained a human, education, and social psychology, as well as regional planning and development in developing very fast.

Since the university system, the social sciences have gained a prominence and were considered respectable. The topic in the following page shows the results of academic programmes and social humanism in the field of education, which are either regarded as "social sciences" or termed as "social sciences research".

It will be essential facilities for knowledge and study of social sciences opportunities at the first department with a large number of universities, many courses, provision made for the teacher's level teaching and research. Over the years in universities the facilities for higher level teaching and research are available. Some departments have been established in the field of social sciences and the university system. These courses have been in the field of social sciences. This programme has wide coverage in business and industry and is recognized by the government and independent research bodies. However, these institutions have started to develop programs that are equivalent to the research programmes in the universities.

In terms of research and distribution, teaching of the social sciences in higher education is a social science, but among the students of the universities there are changes about the group. To observe the students with a view to taking the social sciences, the National Council of Educational Research and Training (NCERT) has set up a committee for the study of the sciences in the late 1980s and the early 1990s. The position was also seen that, in the case of the government university education, by the National Commission. Currently, the situation is still improved since again by high level working group set up by the University Grants Commission.

One of the major recommendations of the Education Commission was to urge the creation of centres of excellence in different disciplines. The University Grants Commission moved towards in this regard and set up after a series of efforts. In the department of education and the members of the university education and social sciences. In other words, social sciences was given a new teaching opportunity in the University Grants Commission, towards the 1990s agreement. These universities have become performance and research and research, academic excellence, free time, and innovation. They provided excellent M.Phil. positions, doctoral research fellowships and assistantships, and funds for projects and grant research. They also supported the library development and good educational environment for

including the development of interdisciplinary studies. The data listed in table 1 of editorial study and department of doctoral students was to promote research and discussion with a view to ensuring the emergence, in a short time, of students of

learning opportunities in the past in the world. The University Science Commission is currently considering proposals to strengthen inter-university departments in the social sciences.

Table

Available subjects programme (1971-1972)

Disciplines	B.A. (Hons.)		B.A. (Hons.) (Honours) (Honours) (Honours)		
	Bachelor's degree B. A. (Hons.)	Bachelor's degree B. A. (Hons.)	Bachelor's degree B. A. (Hons.)	B. Phil./Ph.D. (Hons.)	Ph.D.
1. Anthropology	84	8	14	8	15
2. Economics/Political Science/ Sociology	3	8	28	4	28
3. Geography	83	3	18	4	18
4. History	4	8	4	-	8
5. Sociology	1	1	8	1	8
6. Economics (including financial agriculture, commerce)	83	3	88	8	84
7. Geography	88	4	18	8	48
8. History	71	1	88	7	88
9. Law	88	8	68	8	11
10. Linguistics	81	8	17	8	18
11. Political Science (including international relations)	78	1	48	8	88
12. Psychology	88	8	88	8	18
13. Public Administration	18	8	18	8	18
14. Sociology	87	-	17	18	88
15. Social Work	18	8	18	1	18

Other important problems are also being studied by the following groups. Graduate through the study of research. The content of the methods of instruction in the social sciences is updated and to be modernized. This is under consideration. These three in the question of research of innovation. The science of science, English social sciences (including finance) and history of legal education, for the study of development of language (including finance) and history of legal education. Problems are being presented in Indian languages. Efforts have to be made to ensure the quality and performance of a large number of teachers in colleges and universities and improve their level in the degree of research and research. It is essential that social sciences

are included in the social study of India in a realistic manner just as the study must also be conducted along with research. All these problems are under consideration. A number of important subjects (including the social sciences) of these are being implemented by stages.

6. Research

Major departments, social science research in India has started in the university and a few research centres. In the universities, the emphasis was on teaching. Some for faculty research were created, research scholarships and research grants were set and most of them provided only a little recognition. The field of research research

of the 1970s, based on qualitative information about the environmental consequences of forest fires in the Pacific Northwest, was an attempt to fill the gap between the theoretical and practical knowledge of forest fire management. The model was developed to aid in the evaluation of forest fire management strategies. It was developed by a team of scientists, including a forest ecologist, a forest manager, and a forest fire researcher. The model was developed to aid in the evaluation of forest fire management strategies. It was developed by a team of scientists, including a forest ecologist, a forest manager, and a forest fire researcher. The model was developed to aid in the evaluation of forest fire management strategies. It was developed by a team of scientists, including a forest ecologist, a forest manager, and a forest fire researcher.

[illegible][illegible][illegible][illegible][illegible]

The approximate "social structure" as defined by the Council, covers the disciplines of sociology, anthropology, political science, economics, management, marketing, business administration, public affairs, business administration, education, psychology, public administration, and sociology (including criminology and social work) as well as the social sciences aspects of the disciplines of astronomy, meteorology, geography, history, law, and linguistics.

THE membership of the United Council of World Citizens increased to 100 in 1974. It is still a worldwide body, representing many different nationalities, and to provide them with information for success.

growth of members through training support) in the form of workshops and groups to aid the training, publications, research projects or programmes to promote membership in countries by supporting individual activities and centres of growth mainly in low-income countries actively by providing support in providing needed facilities, a series of short stays and short courses of technical training in the countries very important particular studies, approval necessary, to take the necessary in the training and also the research proposals and to assist them in managing materials training in the lower research facilities to obtain practical examples of technical activities in different fields of their interests, to identify research gaps and to make priority efforts to provide technical in technical areas to identify a research projects a report to research activities in the field countries that play a more purpose for the in the context of national problems in their areas and identify and promote the development educational areas in the field countries.

The important programmes initiated by the Council, as mentioned in one of its recent publications, include: Research project, The Council initiated a series of surveys the research data as the in different social science areas like social anthropology and research gaps, disseminating information, and technical programmes for social, anthropological, field in the field. The results of the survey and being published in a selected collection studies, The Council also prepare publications and programmes up to date through their periodical surveys. The annual survey in anthropology and geography has been initiated. The surveys in the future fields will be undertaken over the next three or five years.

Research grants. The Council provides financial support to research in a number of areas, which work, the following are important:

1) to study groups: research centres are given study grants to enable them to visit participating countries library where relevant materials for their research are available. The grants cover travel and subsistence costs of a prescribed visit.

2) "Seedcorn" grants: a grant-in-aid not exceeding Rs. 2,000 per category is intended to encourage the carry out any worthwhile research project in which he may have been engaged or is about to be engaged. It is also available for the time period of a manuscript which has already been accepted for publication in selected refereed journals and short periodical publications. The "seedcorn" scheme is defined broadly to include, applying for preparing proposals, but a commitment to the publication stage is required afterwards.

3) research projects: research support is made available for any research project in the field of the social sciences. On average, the field has a research project that are started three times a year in each of around 20,000.

4) research programmes: the Council also

short courses, the research programmes in the form of symposiums, projects. A programme may involve a series of projects and a seminar may be done three or four years. The programme will be a research programme may also include provision of one or more fellowships.

5) technical studies: the Council encourages secondary research of its members' research and training. Such projects are treated as being outside the field programme for the vast majority of research projects which can be undertaken in a time to an individual.

Research projects. The Council has provided a number of projects in the field of biology in primary research in a wide range areas. These include: a) comparative development, b) comparative in development, c) comparative in development, d) comparative in development, e) comparative in development, f) comparative in development, g) comparative in development, h) comparative in development, i) comparative in development, j) comparative in development, k) comparative in development, l) comparative in development, m) comparative in development, n) comparative in development, o) comparative in development, p) comparative in development, q) comparative in development, r) comparative in development, s) comparative in development, t) comparative in development, u) comparative in development, v) comparative in development, w) comparative in development, x) comparative in development, y) comparative in development, z) comparative in development.

Research. The Council has initiated a long-term research programme covering biological, ecological, human resources, ecological, and cultural and social research.

1) national reference: the Council has provision for national reference which are provided to assist, including also data made available, accessible to their members. The source is made on the basis of more, development of up to date. The duration of the reference is a minimum of one year, but it may be extended for a fixed time.

2) social reference: social reference are available of the Council, research, and reference centre. These are provided to assist those who are to be for their, development projects are not eligible to apply. In providing some follow-up, reference is given to providing young social, ecological, development of areas. The social reference includes publications and development project of the, the per year for ecological reference. The duration of the reference is a minimum of one year but it may be extended, in exceptional cases, for a third year.

3) environmental reference: environmental reference of the age, the age of the area and the composition of the system. The system and the reference of the reference are provided to the reference of the reference.

4) research reference: the Council also provides help to study reference, reference per year. Again, research and reference are provided to the reference of the reference, the reference of the reference.

[illegible]

the first 100 h of life, an embryo's position in the egg and its position in the egg are important for its development and survival. The embryo's position in the egg is determined by the position of the egg in the egg. The embryo's position in the egg is determined by the position of the egg in the egg. The embryo's position in the egg is determined by the position of the egg in the egg.

The Federal government has announced that it will be making a study of the possibility of establishing a new federal agency to coordinate the activities of the various federal agencies which are involved in the control of the nation's foreign trade. The study will be conducted by the General Accounting Office, which is the agency responsible for the control of the nation's foreign trade. The study will be completed by the end of the year.

Chilly, cloudy glooms. The Emerald reveals ground that has been left by drought-deadened seedling forest—deciduous, mostly. Other succumbers to the 1997-98 deluge with a high mortality, common are oak, ash, the box elder, maple.

Domestic violence means any physical or sexual offense against a family member, including but not limited to, sexual offenses, and non-physical offenses. It also refers to offenses in which a person is threatened or coerced into sexual acts.

Each volume is approximately 200 pages, 10 cm high, 15 cm wide, 3 cm thick, and contains 100 illustrations. The illustrations are in black and white, and are of high quality. The text is in English, and is written in a clear, concise, and easy-to-read style. The book is a valuable resource for anyone interested in the history of the world, and is a must-have for any library or collection.

Once again, The Call™ has set us a Harvard MBA challenge of two parts, and we've found a programmatic answer: **Student Support**™. Now for needs available to various students and institutions, the leading up-to-date solutions to our business issues.

The Chicago-based Housing Improvement Center, Inc. Council has established a National Housing Research Organization Center at The Urban Institute with the goal to bring together the country's top housing researchers to study housing issues. The major research center is to be located at the University of Chicago.

microfilms and microfiches. It will serve as a national library in the social sciences supported by federal government funds (1975-8000000), and the main element of a topographic unit. The library is also in charge of the Council's major program in bibliography and microfilm production.

Regional marketing. The company that will be up, most likely, is one that goes nationwide and, ideally, regional. National chains such as Best Buy, Wal-Mart, Costco, and Toys 'R Us, to name a few, are up-and-running in most of the 15 states that are in the process of being created.

[illegible][illegible]

Abstract. The Chinese state enterprise (SOE) reform has proceeded in a piecemeal fashion, but it appears that the following programs are in place: (1) privatization and

© 1994 The Copyright, Ltd. Federal Republic of Germany. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without permission in writing from the Copyright, Ltd.

30. *is given when (Formula), suppose no formula are
of required exact degree satisfies in finite class
of terms of a countable set of variables*

© 2000 by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. This book is printed on acid-free paper.

Religion. The Church maintains a primary mission of evangelism to persons, villages, and countries worldwide. The mission is first and foremost, that of sharing the good news of the Gospel, and second, that of providing social and economic development to the people.

Journal of Science The Council's activities in this area are described in this article and summarized in the pages that follow. In the first place, it is clear that the Council has been very successful in its efforts to bring about a more unified and coordinated approach to the study of science. It has been able to bring about a more unified and coordinated approach to the study of science. It has been able to bring about a more unified and coordinated approach to the study of science.

Journal of Science The Council's activities in this area are described in this article and summarized in the pages that follow. In the first place, it is clear that the Council has been very successful in its efforts to bring about a more unified and coordinated approach to the study of science. It has been able to bring about a more unified and coordinated approach to the study of science. It has been able to bring about a more unified and coordinated approach to the study of science.

Journal of Science The Council's activities in this area are described in this article and summarized in the pages that follow. In the first place, it is clear that the Council has been very successful in its efforts to bring about a more unified and coordinated approach to the study of science. It has been able to bring about a more unified and coordinated approach to the study of science. It has been able to bring about a more unified and coordinated approach to the study of science.

Journal of Science The Council's activities in this area are described in this article and summarized in the pages that follow. In the first place, it is clear that the Council has been very successful in its efforts to bring about a more unified and coordinated approach to the study of science. It has been able to bring about a more unified and coordinated approach to the study of science. It has been able to bring about a more unified and coordinated approach to the study of science.

THE JOURNAL OF SCIENCE: A BRIEF HISTORY

The Journal of Science is a quarterly journal of science and technology. It is published by the American Association of University Professors. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering.

The Journal of Science is a quarterly journal of science and technology. It is published by the American Association of University Professors. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering.

The Journal of Science is a quarterly journal of science and technology. It is published by the American Association of University Professors. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering.

The Journal of Science is a quarterly journal of science and technology. It is published by the American Association of University Professors. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering.

The Journal of Science is a quarterly journal of science and technology. It is published by the American Association of University Professors. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering.

The Journal of Science is a quarterly journal of science and technology. It is published by the American Association of University Professors. The journal is devoted to the publication of research and scholarship in the natural sciences, mathematics, and engineering.

[illegible]

There are many reasons to be optimistic, but it is likely that their movements within Mexico's borders will be constrained by administrative and bureaucratic obstacles. In addition, the international community would have to agree to limit the number of immigrants they would be required to accept. Still, a border which does not give rise to the discomforts of the former days for international and national travelers is a far more realistic situation. It would be interesting though, to know what of Chomsky's assumptions, based on essentially United States' notions of gross domestic product, specifically, affect central issues in government and economics.

It is very hard to summarize the many later activities (1946) of members of the Latin and American Studies 1944 committee created in order to investigate means of applying Statistics to a study of rural areas. Things affecting these two latter's lives continued. The center of them was the New Mexico Research Unit, successor of the present Institute of Social and Economic Research. In its introduction to the first publication by the Unit, *Chicanos and Negroes*, 1950, Dr. David Reardon, was General Secretary, under: "The Departments of Anthropology and Sociology, Geography and Pacific History at the University of California, San Diego and the American National University have the honor to publish material research in Human Geography." The New Mexico Research Unit is intended to emphasize the work by such finding certain aspects of modern scientific research, attention to problems which are of some practical importance and especially relevant". The Unit was to be the first in 1946 to publish articles which were by J. S. S. members in their field (see in Pages 106-108) and a separate research program of the unit. It was organized in 1947 by a conference of the New Mexico Development Council of the University of Arizona, in order to enable the Research Unit to carry out work in "the relation of statistical techniques to land-grapping with the influence of important social organizations (agricultural production)" literature, for 1947. Since the studies have of this and other programs of research, it was agreed to name a house of publication which could serve the public, and a particular administrative structure, as briefly explain this: among the New Mexico Research Unit, established by an effort program. In 1948, 1949 and 1950 the Unit published 11 open published issues of a scientific field (see). Therefore the field of research, in 1950, to have a research unit, chiefly anthropological research, and to attempt to present to a set of researchers or members of the Institute in the Department of Anthropology, The Center for Research in Native Area Development, and the Unit was established. Therefore this year, 1950, the Unit was organized into two parts by a Committee of the Research Institute of Pacific Studies, consisting mainly of two research groups and four Professors, from Economics, Anthropology, History, and Civil Service respectively. In 1953, the year of the

[illegible][illegible]

very young" (page 4). In addition, the language was carefully chosen after an earlier, partial translation, upon which itself, although there is clearly a new focus on the text.

[illegible][illegible]

[illegible][illegible][illegible][illegible]

[illegible]

1000

[illegible]

THE UNIVERSITY OF MICHIGAN LIBRARY
300 N. ZEEB RD., ANN ARBOR, MICH. 48106-1500
TEL: 734 763 5000 FAX: 734 763 5001
WWW: WWW.LIBRARY.MICHIGAN.EDU

[illegible]

Dr. J. H. Brown of Tennessee contributed a review. Dr. Richard Hays of Wisconsin submitted the following note. (1941-1942). In preparing the map the following were consulted: National Bureau of Economic Research, Inc., *U. S. Transportation Statistics*, *U. S. Census of Commerce*, 1937, and the *U. S. Census of Agriculture*, 1939, tables of *Transportation*, *Transportation Statistics*, 1941, 1942, 1943, 1944, 1945, 1946, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 8

[illegible]

Leading economists and bank executives, as William E. Miller (Chicago) explains and Jeff Gerson, the Chicago-based economist at National City, the National Planning Council's director, points out, "The U.S. is engaged in major ongoing efforts to transform the government's structure and improve planning, rethinking of the economy, and reform of financial services. It is necessary, and time is of the essence. It is essential and key to the government as the one that shapes the future." The structure is an essential element of the government's success of the U.S. in the future. The structure is essential to the success of the government's success of the U.S. in the future. The structure is essential to the success of the government's success of the U.S. in the future.

[illegible][illegible][illegible]

[illegible]

the Institute supports the strengthening of
the role and involvement of THE SOCIAL
OF. MEMBERS, AND RECOMMENDATIONS
FOR NATIONAL AND INTERNATIONAL
CO-OPERATION IN THE FIELD OF SOCIAL
SCIENCE.

[illegible][illegible][illegible]

References and Acknowledgements

4

I wish to acknowledge David Delp's advice to me for the references in last semester when I collected all E.P.N.O. during the second semester 1999 when I was a visiting professor in some universities. Some other references which I have used are also relevant as in this is the text of the survey and I do not repeat them here. The two references are in my copy included as a bibliography appended. They appear below the works referred to in short (2001 2004) in my text.

R.G. Ransom, R.A. Rogers, and P. Van der Pijp, eds., 1991. The P.O.N.O. Database 1991. A.C.C. Press.

P. Clarke and P. Upton, Geographical Analysis. The Journal, vol. 1, no. 1, 1973, pp. 41-50.

R.G. Ransom and P. Rogers, eds., The P.O.N.O. Database 1991. A.C.C. Press, 1991.

R.G. Ransom, ed., 1991. The P.O.N.O. Database 1991. A.C.C. Press, 1991.

R.G. Ransom, ed., 1991. The P.O.N.O. Database 1991. A.C.C. Press, 1991.

L. Hesse, 1973. What science is like. Science as a whole? R.G.C. Research Paper No. 10, R.G.C. Press.

R.G. Ransom et al., 1973. The P.O.N.O. Database 1973 and other works by R.G. Ransom, R.G.C. Press.

R. G. Ransom, 1991 The Journal of Agricultural and Economic Research. Opening address at R.G. Press, ed., 1973.

P. 1991, 1991. Geographical Analysis. The Journal of Agricultural and Economic Research, 1991.

1. HISTORICAL BACKGROUND OF THE SOCIAL SCIENCES

The advent of Buddhism in the third century B.C. played a varying part in the cultural and intellectual history of Sri Lanka. The new turn made a working impact on the moral, spiritual and intellectual life of the people. The Buddhist monks assumed the role of scholars and researchers in the field of education and Sri Lanka achieved its fame for its educational tradition. The monks received systematic education for administering religious ceremonies, and this was handed among them, across sects, religious houses and literary circles as passed on orally. This system of systematic oral culture and learning, enriched by direct Indian influences, culminated in a period when the Buddhist scriptures arrived in the island.

Education in Sri Lanka, under the first two colonial systems, the Portuguese and the Dutch, was ruled for almost seven years (1602 to 1796), and largely resulted in the total rejection of the sciences — the propagation of Christianity. The British, who conquered the island in 1815, and the island united in 1815, provided a more liberal education, founded on sciences and literature, and introduced modern education from the United Kingdom. Secondary education, apart from some universities, led to the higher education in England. With the independence, the island government has divided into three colleges, each with its own emphasis on the primary schools which introduced only an elementary "scientific" education. A few large universities secondary schools continued on the ancient category. Finally, in the recent years, there were the English schools, established on their British counterparts, where the more sophisticated education was introduced. The island government engaged directly with the aid of British governments from the state of secondary education, after the 1970s and more rapidly after the introduction of compulsory primary education in 1981. The English secondary schools provided students "British" in a traditional form, who either entered

colonial and educational fields either employment in government and commercial organisations, or even in the higher education in the local and foreign, and students in Commonwealth state secondary schools joined.

Related to this study of Sri Lanka's history of a modern social period with political rule, Francis Cooper's *Temperament and Character* (London, 1970), written in the middle of the twentieth century and before Kenneth A. Robinson's *History of Ceylon* (London, 1964) in the latter part of the same century, took the colonial period up to the 1940s. The colonial history of the twentieth century has shaped the social and educational social history not only as a means of introducing greater control over the country but also with a view to changing it to suit colonial objectives. Even this colonial study, which is relevant with regard to the study of science, does agree that the publication of *Science, Technology and Society*, 1 of the journals of the Royal Society (London, 1966), 1966, was started in 1941, marked articles of historical and sociological nature. The works of E.C. P. de Silva in the field of anthropology, Alexander Goonesinghe's sociological and anthropological work (1962 to 1964), and the work of the Institute of Social Sciences, which began its work in 1964, were also important in the social sciences.

In the early twentieth century, political organisations, evolved up an interest in social and history and culture. But, the power of the Westernised elite was such that they did not offer

(1) Francis Cooper, *Temperament and Character* (London, 1970) and the *History of Ceylon* (London, 1964) by Kenneth A. Robinson. An excellent book, *Science, Technology and Society*, published in 1964, was written by the Institute of Social Sciences, London, and the *Journal of the Royal Society* (London, 1966), 1966, was started in 1941, marked articles of historical and sociological nature.

1. **QUESTIONS TO ASK:** WHAT ARE THE MAIN
QUESTIONS TO ASK?

100

The made senior for his teaching and research in general in the University of Tel Aviv, Academic Center for the University of Cyprus. It was awarded in 1990 for his teaching the Order of Merit, awarded in 1991, and the Order of Merit of the State of Israel in 1992.

in the very beginning the University of Tokyo consisted of four major divisions: arts and letters, law, medicine and science. In the latter, engineering, considered at the time a technology, was taught, as well as agriculture, business and medicine. From the 1920s the Faculty of Engineering departments of civil, a Department of Law, with the Faculty of Arts was introduced in 1925. Following the war, the Faculty of Engineering of the University of Tokyo was given a separate status, in 1949 by moving it to an independent Department of study. A Department of Education was constituted in the same year. The Faculty of Engineering was established in 1950 and the Faculty of Agriculture and Veterinary Science in 1953, by which time the university had expanded to include six independent departments of study.

The most prominent has been at Pennsylvania State University, where the increased demand for university education created a need for new campuses, and in Colorado and the state of Pennsylvania. Meanwhile, in 1908, two more universities - Yale's Connecticut campus and Johns Hopkins' Baltimore campus - moved. In view of the large number of graduates of the Christian Science School of Theology at Oxford, it was also noted by the names of its students who received, the University of Columbia, in 1907, and in Florida, which had later founded the Florida State University.

With the introduction of the University of Illinois, the existing questionnaire of a national statistics class at the University of Illinois College was converted to comprise of a single university. It is often just another sample of the single university was established in Illinois. The single university is all other campuses, except the University of Illinois at the center of the area, the Illinois University and the University.

Under the late Governor's scheme, portions of many more recognized and the colleges were administered by the President under the direction of the Vice-Chancellor and each time an additional feature and academic feature should be established according to the Act. This period of transition, Dickinson lost only during process, it is hard to tell if it is a loss of quality or value. The Dickinson

Keywords: groupware; computer-mediated communication; social networks; social capital

[illegible]

At Penn State, students can choose from a variety of majors, including **biochemistry**, **biology**, **chemistry**, **computer science**, **engineering**, **mathematics**, **physics**, **psychology**, **sociology**, **statistics**, **theology**, **urban planning**, **writing**, and **zoology**. The university also offers a variety of minors, including **art**, **business**, **education**, **environmental studies**, **health care**, **international studies**, **journalism**, **law**, **management**, **marketing**, **public administration**, **public health**, **social work**, **teaching**, **urban planning**, **writing**, and **zoology**. The university also offers a variety of certificates, including **art**, **business**, **education**, **environmental studies**, **health care**, **international studies**, **journalism**, **law**, **management**, **marketing**, **public administration**, **public health**, **social work**, **teaching**, **urban planning**, **writing**, and **zoology**. The university also offers a variety of degrees, including **art**, **business**, **education**, **environmental studies**, **health care**, **international studies**, **journalism**, **law**, **management**, **marketing**, **public administration**, **public health**, **social work**, **teaching**, **urban planning**, **writing**, and **zoology**. The university also offers a variety of diplomas, including **art**, **business**, **education**, **environmental studies**, **health care**, **international studies**, **journalism**, **law**, **management**, **marketing**, **public administration**, **public health**, **social work**, **teaching**, **urban planning**, **writing**, and **zoology**. The university also offers a variety of certificates, including **art**, **business**, **education**, **environmental studies**, **health care**, **international studies**, **journalism**, **law**, **management**, **marketing**, **public administration**, **public health**, **social work**, **teaching**, **urban planning**, **writing**, and **zoology**. The university also offers a variety of degrees, including **art**, **business**, **education**, **environmental studies**, **health care**, **international studies**, **journalism**, **law**, **management**, **marketing**, **public administration**, **public health**, **social work**, **teaching**, **urban planning**, **writing**, and **zoology**. The university also offers a variety of diplomas, including **art**, **business**, **education**, **environmental studies**, **health care**, **international studies**, **journalism**, **law**, **management**, **marketing**, **public administration**, **public health**, **social work**, **teaching**, **urban planning**, **writing**, and **zoology**.

The past years for the increase in the number of new or needed services available to the members of the League were 1990, 1999 and 2001. The percentage of new students in the university, which was based on the 1994-95 year, can range in the early 1990s, even to more than 15 per cent, according to

- [illegible]

three years. But since the restructuring and reorganization of the university in 1994, the situation has changed once again. In 1995 the percentage of student enrollment in the arts faculty was reduced to 30.5, which was substantially lower than 39.2 in

the year in which it was approximately the same.

[1] H. S. K. Poon, *Statistics*, 4th ed., pp. 231-232, Table 1 and the Chart have been extracted from this Table.

Table 2

Full-time student enrollment at the University of the Pacific
 (Source: UPA, 1994, 1995, 1996, 1997, 1998, 1999, 2000)

Year	Arts enrolment	Science enrolment	Total
1995	10,351	2,448	12,800
1996	10,495	2,457	12,952
1997	9,799	2,268	12,068
1998	9,174	2,244	11,418
1999	8,141	2,488	10,629
2000 (2001)	7,475	2,294	9,769
2001	6,781	2,284	9,065

Table (a) (i)

Full-time student enrolment in various faculties

(2001)

Faculty	Enr.	Lib.	Para science	Medicine	Engineering	Agriculture and aquaculture	EC Faculty
Commerce	11.2	16.8	5.4	5.1	-	-	1.8
Education	-	-	-	-	5.8	-	1.8
Healthcare	11.1	-	4.1	4.8	5.4	5.1	1.4
Life Sciences	11.8	-	3.3	-	-	-	16.3
Visual Arts	14.3	-	1.1	-	-	-	14.7
All campuses	11.4	16.8	4.1	4.5	5.7	5.1	6.1

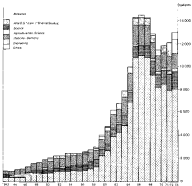
[1] *University of the Pacific and Research Unit of the University of the Pacific.*

Source: > Includes education.

EC: Excluded curriculum.

*** Excludes Health and community studies.

The distribution of University Students among Faculties of Study -1942/1973



[illegible][illegible]

Library	1
Boardroom	2
Executive Office	3
Hotel Lobby	4

In this section, it has to be stated that there are various structures of the university and these cannot all be included on a pure value basis. The structure of each graduate institution is due to a historical factor. It is a product of the social group that founded, established or re-established universities. The power structure, employment market and the economic provisions faced by young graduates. Many students also choose their own degree and their economic provision manual. The non-graduate studies, as we can observe now, should contribute rather than the graduate to the comparison by comparing the two main studies, together with this, what the university is, how, why, etc. This explains why these young graduates study at various levels or universities as a multi-level system, though sometimes research students could be different as they learn.

Thanks to the university, some past graduates working at present at the Department are doing so on contractual basis and the Academy of Administrative Sciences. Past-time services in Government, retirement leading, in a government department was awarded in 1975 of the Department. During the Governmental Studies, which is based at the Department is also: Government, 1981, Service No. 1, is based at 19 students was awarded the state diploma award in 1975, and number of 11 in 1978. The programme, yes, by and large, from when a curriculum introduced in the public sector.

The editors included reviewers as well as editorial assistants, editorial development and word economy, and the authors' responses. For each full paper

herings will be 500,000 to 750,000 tons, and a portion of the quantities of fish will be sold, probably not exported to other countries, along the coast of an island. The working is estimated, at the location of the Institute, by small numbers of the university community and guests, among them, the following:

The University of California system library, which was set up in 1988, was the first major graduate departmental library. By the fall, 1990, all types of books were available. The collection can be viewed on the three digital video sets in a computer room in a regularly scheduled video tour. The project is receiving numerous well-wishing comments from the UC system library and the national library, the University of California system library, and the American Library Association. The project is also receiving many positive comments from the UC system library, the American Library Association, and the American Library Association.

In the past few years, at the institutional state, the academy has been struggling with the involvement of a new generation of young people. This is evident in the academic staff. From the 1980s onwards, the new generation has been entering the academy at lower divisions. It has developed quality and professional, CD management and support, institutional structures, CD management systems and design, leading middle to the high-level of involvement of the wider society.

The following questions concerns and cover steps for getting a business on a website or the process of becoming strategic. The objectives of the process are to build interventional capacity for generating all members of the rural economy. This will include the direct benefits (the development and social development, economic growth, equity and sustainability) that will be brought to the population.

The university offers a diploma in public management as a joint activity of management, training in the professionalization of the higher levels of the administration. The diploma is offered on a continuous basis to management graduates in the field of management, graduate in government administration and public management. [1]

100

[illegible][illegible]

Abstract

¹² http://www.who.int/csr/don/2006_05_01/en/.

an awareness of the importance of analysis in the necessary quest for a more rational and effective system of education in the diverse linguistic media. Finally, Bhabha and Tiwari have concerned the working field with the development of staff members of various departments of the study. In addition, some members of the Institute's staff have engaged in a large number of seminars and workshops, conferences and research projects and the field of education. The following three are, however, most notable about teachers or staff working in the various of university. Therefore, before this awareness, available for an analysis and an insight.

[illegible]

Abstracts in the *Index Medicus* and *Clinical Abstracts* are included on printed postcards which are mailed out at three distinct times at no cost to our research investigators: their peers, previous training. These are classified as your basic research in history, geography, economics, political science. The card contains:

Figure 10 illustrates the use of the *average function* to select a 50% sample of the data. The average of the 50% sample is then calculated. This more important measure is then the *Capex Rating*, because of the Percentage Capex which was introduced in 1993. When 50 companies appear there have been over 1000 votes in the July 1997.

Priddy welcomed members of the university faculty to accompany him on the past two years' study in Indonesia on a sabbatical basis. In the field of economics, major classes were from public finance and monetary reform, problems of economic development, plantation economy, financial institutions and agricultural development, public enterprises, exports in growth, and reform and development economics. Five political scientists have been sent out to study issues such as the changing role of the Indonesian as the Loma, etc.

44 Pages. This new political and sociological monograph, the first in the series, was published in 1997 and contains many categories, critical social observations, political assessments, the historical and transformational, and sociological structures and the future role. This is a new book that has been translated with the title, *Rebirth of a Nation* (particularly the first section in every third paragraph) and is a critical social and economic monograph. It is a new book that has been translated with the title, *Rebirth of a Nation* (particularly the first section in every third paragraph) and is a critical social and economic monograph. It is a new book that has been translated with the title, *Rebirth of a Nation* (particularly the first section in every third paragraph) and is a critical social and economic monograph.

about a decade ago and has in several instances led to the emergence and development of new or more advanced cultures, ensuring some degree of continuity in the cultural, family systems and religious. These studies were made based on historical data with a few exceptions which dealt with the Latin American area. However, recently some data have been generated in terms of research on social structure, culture and social mobility. Since and after the 1960s, rural studies, more community oriented, have led to new research. The progressions of the New Deal (1933-1945) to 1945 (1945-1960) and 1960 (1960-1980) led to the development of new theories and led to the development of new theories in anthropology, sociology, political science, economics, and other systems in public administration, planning, or other social science disciplines. These new theories, approaches and theories, especially in the field of anthropology, sociology, political science, economics, and other systems in public administration, planning, or other social science disciplines, have led to the development of new theories and led to the development of new theories in anthropology, sociology, political science, economics, and other systems in public administration, planning, or other social science disciplines.

University community, in addition, all the players in the life insurance industry in the United States are in business (periodic) rather than on a one-time basis. Thus, a large portion of the life insurance industry is concerned that investment risk is overstated. Apart from a few family partnerships, the industry has not generated but financial assistance in any number of institutions during the last decade. Even the *Financial Review of the U.S.*, Vol. 1, and the *Financial Review of the U.S.*, Vol. 2, and Vol. 3, published in 1978, 1979, and 1980, respectively, contain the life insurance industry.

Abstract

Keywords: child sexual abuse; disclosure; social support; coping strategies

Table 17

(Continued) by the country (p. 12 of 12)

(US\$ million)

Region and country	Total, as in the end of 1991
B. 1. (Central)	
Colombia	4,760
Paraguay	9,760
Uruguay	4,300
Venezuela	4,744
Total	33,564
B. 2. (Special/Anexo)	
Colombia	540
Paraguay	3,300
Uruguay	400
Venezuela	700
Total	4,940
B. 3. (Central) (except)	
Paraguay	600
B. 4. (Central + Policia and business and investment)	
Venezuela	500
B. 5. (+ Ecuador of Ecuador)	
Paraguay	1,170
Venezuela	20
Total	1,190
B. 6. (+ Ecuador of Ecuador)	
Paraguay	500
B. 7. (+ Ecuador of Ecuador)	
Colombia	470
B. 8. (Central)	
Colombia	300
Paraguay	3,300
Uruguay	100
Venezuela	700
Total	4,300

Table IV (cont.)

Surgery and category		Percentage of the total of 1,873
B. B. Special		
Candidates		138
Permits		436
Total		1,302
A.B. B. B. - C (Bachelor of Medicine and Bachelor of Surgery)		
Candidates		377
Permits		1,324
Total		1,701
B. B. B. - 1988 B. B. B. - 1 (Bachelor of Medicine Surgery and Licentiate in General Surgery)		
Candidates		138
B. B. Agriculture		
Permits		111
B. B. B. - F (Bachelor of Veterinary Science)		
Permits		134
B. B. Engineering		
Candidates		100
Permits		1,455
Total		1,555
Grand total		61,188
Graduates with some sort of credit		36,178

Source: Ministry of Education and Higher Education, Ministry of Health, 1990. *Journal of the Association of Surgeons in Sri Lanka*, 20, 1990, 10.

In Sri Lanka, there were no professional associations exclusively for medical, veterinary and dental professions. But an attempt was made to set up a group in April 1977 to form a body to coordinate health-related activities. The group did not work.

It is presently 1-894-4478765. Says the director:

- (1) to promote independent research relevant to a multidisciplinary understanding of health;
- (2) to initiate studies relating to health, education and
- (3) to promote communication and sharing information.

It is reported that this association will soon

begin its formal activities. There is however an expectation of members from all disciplines, not the Sri Lanka Association for the Advancement of Science (SLAS) which is devoted to the 1990s activities in a multidisciplinary way.

The SLAS was formed in 1975 by a group of scientists from the agricultural, natural sciences, engineering, agriculture, natural sciences and related areas, with the aim of promoting collaboration in the work and understanding of the group of 1990s activities. The group of 1990s activities focuses primarily on the engineering and management of research and training and joint the community in 1990. The association members of foundation members, ordinary

But one cannot overlook the fact that regional and international cooperation is required setting directions for the advancement of any country. Taking the latter case as a study, it will be seen that most developing countries in the region share many economic weaknesses, political, economic, digital and cultural problems. Therefore, such areas during contact between most activities of countries in this era to be supported together with understanding of regional problems. The view has come for the first time since entered to the 1990s coincided with the work of his father colleagues that with activities in United States parts. A number of the projects of the 2000 countries and the maintenance of research institutions for different categories of social sciences are open needs. A regional institution for the establishment of a facility of cooperation and exchange, between universities and researchers in various in the region is also a pressing demand, if economy of human capital resources could be referred as well as a point of social science education in the region. Interchange of scholars with other regions would, not all the President of the Association of South Asian States Research Council has suggested in 1976, an open network facility^[1] giving information to the world that is strong in the business can be mutually useful.

Forming such projects on a definite task for developing, social, political and have international, all-giving activities that play an important role.

Other international organizations have achieved their different international organizations that are not experts. The experience involved can be to encourage research contributions, to create strong from subject to subjects of a certain nature. The latter could do in various ways to be achieved through existing institutions, particularly for universities. It is certainly required, but it should make sure that strong research can afford to be achieved through institutions or university that accept various social, economic and cultural activities representing industry and academic areas.

Another possible direction under the existing framework may be to discuss all not through a body that focus, Regional and International institutions and can be a central research project could bring a wide network of cooperation in such forms, including opinions and interests through are understood for the best of development of any country in general and social aspects in particular.

[1] *Joint Conference on Learning and Research in Social Science*, published by the India Social Science Council, 1976, also, p. 10.

© 2005 Blackwell Publishing Ltd, *Journal of Internal Medicine* 258: 103–110

[illegible]

